

2022-2023

## COMPREHENSIVE EDUCATIONAL PLAN ( CEP )

DBN	02M543
School Name	New Design High School
Principal	Scott Conti

## COMPREHENSIVE EDUCATIONAL PLAN OUTLINE

### TABLE OF CONTENTS

#### MAIN SECTIONS (CUSTOMIZED BASED ON SCHOOL ACCOUNTABILITY STATUS):

- SECTION 1: OVERVIEW OF COMPREHENSIVE EDUCATION PLANNING
- SECTION 2: SCHOOL INFORMATION
- SECTION 3: CEP SLT/STAKEHOLDER SIGNATURE PAGE
- SECTION 4: SCHOOL SUMMARY
- SECTION 5: CONTINUOUS IMPROVEMENT PLANNING (GOALS, PROGRESS MEASURES, ACTION PLANS)
- SECTION 6: MULTI-TIERED SYSTEMS OF SUPPORT (MTSS)
- SECTION 7: PARENT AND FAMILY ENGAGEMENT POLICY AND SCHOOL-PARENT COMPACT

#### APPENDICES (REFLECTING ADDITIONAL REQUIREMENTS FOR SPECIFIC GROUPS OF SCHOOLS):

- APPENDIX 1: LANGUAGE ALLOCATION POLICY (LAP)
- APPENDIX 2: LANGUAGE TRANSLATION AND INTERPRETATION (LTI) PLAN
- APPENDIX 4: TITLE I PROGRAM INFORMATION
- APPENDIX 6: SUBMISSION ASSURANCES

## SECTION 1: OVERVIEW OF COMPREHENSIVE EDUCATION PLANNING

### Overview of Comprehensive Education Planning

This section provides an overview of the education planning process, inclusive of guidance on conducting a comprehensive needs assessment. The Comprehensive Education Plan (CEP) satisfies all regulatory requirements set forth by the New York State Department of Education (NYSED) under the Every Student Succeeds Act (ESSA) and aligns with the Chancellor's **Four Pillars for Building Trust in NYC Public Schools**: 1) Reimagining the Student Experience; 2) Scaling, Sustaining and Restoring What Works; 3) Prioritizing Wellness and its Link to Student Success; 4) Engaging Families as True Partners.

#### The Education Planning Process



The CEP is a document that engages stakeholders in continuous improvement practices through an equity lens. The School Leadership Team (SLT) follows these steps to develop the CEP.

The CEP development process begins with the identification of Areas of Concentration (AOCs), followed by a comprehensive needs assessment informed by an analysis of the school’s most current data to identify inequities. Once the SLT clearly understands school needs, priorities and root causes, the team uses this data analysis to set specific, measurable, attainable, relevant and timely—SMART goal(s) for AOCs. Next, the SLT determines targets to measure progress toward meeting the annual goals. The SLT, in collaboration with other instructional leaders, creates progressive action steps including professional learning and identifies strategies to support parent, family and community empowerment to support the achievement of CEP goals. The SLT aligns the school-based budget with human and instructional resources to support implementation of the action plan and achievement of annual goals.

As schools set goals and plan action steps, they provide opportunities for all children to meet NYSED’s proficient and advanced levels of student academic achievement. These include evidence based instructional strategies that address the educational needs of historically underserved populations and tackle structural inequities. Schools indicate how the plan addresses the needs of Multilingual/English Language Learners (ML/ELL) through development of the school’s Language Allocation Policy (LAP) & Title III Application (if applicable) and the Language Translation and Interpretation (LTI) Plan, that are required as part of the Comprehensive Education Plan. Schools also address the needs of Students with Disabilities (SWD) through the Quality Individualized Education Program (IEP) Area of Concentration.

## **CEP Guidance on Conducting a Comprehensive Needs Assessment**

### **CEP Guidance on Conducting a Comprehensive Needs Assessment**

**Directions:** Conduct a comprehensive needs assessment for each Area of Concentration (AOC). The information below provides guidance for reviewing and analyzing student and school performance trends to uncover root causes for low student achievement.

- **Review Multiple Data Sources:** Use the most current and available information including, but not limited to, the following sources of formative and summative data:
  - Qualitative and quantitative data, including pre-COVID-19 learning data
  - Potential ESSA Accountability Indicator Goal Sheet.
  - Instructional Leadership Framework (ILF), Supportive Environment Framework (SEF) Inventories, and NYC School Survey results should be considered when developing a SMART Goal for the Supportive Environment (SE) AOC.
- Quality Review Reports, NYSED and NYCDOE CSI/TSI Support Visits, Receivership Quarterly Reports (as applicable), and **Diagnostic Tool for School and District Effectiveness Framework (DTSDE)**
  - NYSED School Report Card, NYC School Quality Guide, NYC School Performance Dashboard, New Visions, NWEA MAP and/or other formative assessment data, and NYCDOE’s **State Accountability Resource Tool (StART)**, for specific NYSED accountability student subgroup information.
- **Analyze Data Trend(s) to Identify Areas of Strength and Need:** Identify data trends by grade, cohort, and content area(s) to surface gaps and inequities. Compare data sets to identify instructional and school practices that are impacting student performance. Guiding questions to consider:
  - *What does the data reveal about improving and declining student performance trends within grades, cohorts, and student subgroups?*
  - *What inequities are evident between highest and lowest performing student subgroups? Which subgroup(s) scored at Level 1 based on NYSED ESSA accountability requirements?*
  - *What does the data suggest regarding the effectiveness (or ineffectiveness) of current school programs, practices, and/or strategies/initiatives? What*

areas may need to be strengthened?

- Are there any differences in student performance between program delivery models for ML/ELL and SWD? (e.g., for special education: self-contained vs. ICT; for ML/ELL: Transitional Bilingual Education (TBE) vs. Dual Language)
- How does delivery of instruction factor into data trends? What are the implications for teacher quality and professional learning?
  
- **Identify Root Cause(s):** After analyzing the data, engage in a process for uncovering root causes or contributing factors for low student and school performance. Develop theories or hypotheses to explain why these needs exist and why your school is getting its current outcomes. Root causes could be related to gaps and inequities in areas such as curriculum & instruction, school systems & structures, student support services, school climate & safety, and family & community engagement. Focus on the causes, rather than the symptoms. Use the **5 Whys Method** or other methods for identifying root causes. Consider the questions below and additional questions and resources linked **here**:
  - What theories or hypotheses explain the current student and school outcomes?
  - Are there root causes specific to certain subgroups, grades, cohorts, or content area(s)?

Additional resources and supports are available below.

- Use this **CEP Needs Assessment Worksheet** to help your SLT and stakeholders identify appropriate data sources, data trends, priority needs and root causes.
- For guidance and best practices on engaging stakeholders in a comprehensive needs assessment and root cause analysis, see this **deck**.
- A current list of all CEP/Title I resources can be found on this **CEP/Title I Resource Directory**.

## SECTION 2: SCHOOL INFORMATION

### School Information

School Name:	New Design High School
District Borough Number (DBN):	02M543
Grades Served:	9-12
School Address:	350 Grand Street New York, NY 10002
Phone Number:	212-475-4148
Fax:	212-674-2128
School Contact Person:	Scott Conti
School Contact Person Email Address:	sconti@schools.nyc.gov
Principal:	Dr. Scott Conti

United Federation of Teachers (UFT) Chapter Leader:	John Michael Chiaravalloti
Parents' Association President:	Rachel Myers
SLT Chairperson:	Jessica Magnotta
Title I Parent Advisory Council Chairperson (PAC):	Tania Lugo
Student Representative(s) Middle /High School:	Jasmine Sosa
Student Representative(s) Middle /High School:	Kelly Shi
Community Based Organization (CBO) Representative:	Tiana Morrison
School-Based Students in Temporary Housing (STH) Liaison:	Edwin Rodriguez

## **District Information**

Geographic District:	District 2
Superintendent:	Richard Cintron
Superintendent's Office Address:	131 Livingston Street, Brooklyn, NY 11210
Superintendent's Email Address:	Rcintro@schools.nyc.gov
Phone Number:	347-322-0999
Fax:	212-674-2128

## **SECTION 3: CEP SLT/STAKEHOLDER SIGNATURE PAGE**

### **School Leadership Team (SLT) Signature Page**

All School Leadership Team (SLT) members are expected to sign this page to confirm their participation in the development of this Comprehensive Education Plan (CEP) and that they have been consulted regarding the alignment of the school-based budget to support this school’s educational program, which includes annual goals and action plans, Multi-Tiered Systems of Support (MTSS), Supportive Environment Framework, Parent and Family Engagement Policy, and School-Parent Compact (SPC). The SLT must include an equal number of parents and staff and have a minimum of 10 and a maximum of 17 members, in accordance with **Chancellor’s Regulation A-655**. The SLT also serves as the Core Community Engagement Team (CET) for Receivership Schools. Go to the **School Leadership Team Resources** page to learn more information. Under the Federal Every Student Succeeds Act (ESSA), NYS Education Law and Commissioner’s Regulations, stakeholder participation in the development of the CEP must include multiple constituencies who represent the school community. Note: Stakeholders participating in the development of the CEP who are not listed on the SLT page sign the section below entitled *Additional Stakeholder Participation on CEP Development*.

**Directions:** List the names of each SLT member in the first column on the chart below.

- Specify the constituent group represented, e.g., parent, staff, student. Note: Two student minimum required for high schools; SED requires CSI/TSI Middle Schools to have student representation.
- Community Based Organization (CBO), and any position held by the team member. Core mandatory SLT members are indicated by an asterisk\*. Note: The Core SLT members also serve as the CET for Receivership schools.
- SLT members should review this document and sign in the Signature column. If an SLT member does not wish to sign this plan, the member must check the box under the column “Opt Out of Signing, if applicable” and may provide the principal with a written explanation in lieu of a signature, which must be maintained on file at the school and uploaded in **iPlan** with the original SLT signature page. Note: Signature of SLT member indicates participation in the development of the CEP, not approval.
- The original signed copy, along with any written/electronic communications pertaining to this page, is to remain on file in the principal’s office and be made available upon written request.
- Schools may modify their SLT bylaws as needed to address additional school and/or ESSA requirements for stakeholder engagement.

SLT Member Name	Position and Constituent Group Represented	Signature	
Scott Conti	Principal or Designee*		
John Michael Chiaravalloti	United Federation of Teachers (UFT) Chapter Leader or Designee*		
India Towns	Parents' Association (PA)/Parent-Teach Association (PTA) President or Designated Co-President*		
Michael Casiano	District Council 37 (DC 37) Representative (staff), if applicable		
India Towns	Title I Parent Advisory Council Chairperson (or alternate)		
Jasmine Sosa	Student Representative (Required for middle and high schools)		
Kelly Shi	Student Representative (Required for middle and high schools)		
Tiana Morrison	CBO Representative, if applicable		
Danilo Martinez	Member/Assistant Principal `		
Amie Hogan	Member/Parent		
	Member/Parent		
	Member/Parent		
	Member/		
	Member/		
	Member/		
	Member/		

## Additional Stakeholder Signature Page

**Directions:** Stakeholders participating in the development of the CEP who are not listed on the SLT page may sign below. Additional stakeholders may include, but not be limited to, school and district leaders, school staff, parents/families/guardians, students, community organizations, additional Core Community Engagement Team (CET) members (if applicable), members of the **School Implementation Team (SIT)**, and/or school-based staff development committee that serves as the Instructional Leadership Team (ILT) tasked to improve instructional practice across the school. Go to NYSED’s guidance on **Requirements for Meaningful Stakeholder Participation** to learn more.

- List the names of additional stakeholders in the first column on the chart below.
- Specify the constituent group represented.
- Stakeholders should review this document and sign in the Signature column. If the stakeholder does not wish to sign this plan, the member must check the box under the column “Opt Out of Signing, if applicable” and may provide the principal with a written explanation in lieu of a signature, which must be maintained on file at the school and uploaded in **iPlan** with the original SLT signature page. Note: Signature of the additional stakeholders indicates participation in the development of the CEP, not approval.
- The original signed copy, along with any written/electronic communications pertaining to this page, is to remain on file in the principal’s office and be made available upon written request.

Name	Position and Constituent Group Represented	Signature
Danilo Martinez	Assistant Principal /Staff	

## SECTION 4: SCHOOL SUMMARY

### School Summary

Your School's Accountability Status:	In Good Standing!
--------------------------------------	-------------------

Provide your school’s mission statement:	At New Design, we guide students to design their own lives. We are a high school, a youth development program, a design shop, an event space and, most importantly, a community.
--	--

<p>Develop a narrative summary that includes contextual information about your school’s community and its unique/important characteristics and partnerships:</p> <p>Include demographic information about your school’s student population.</p>	<p>Founded in 2003, New Design High School is a small, design focused, public high school located in the Seward Park Educational Campus in the Lower East Side of Manhattan. The school serves over 500 students from all five boroughs of New York. The school is 63% female and 37% male and serves a mostly Hispanic(63%) and Black (36%) population. The school has a robust design program including a fashion design program. The school also has a breadth of Advance Placement program include AP World History, US History, Environmental Science and English Literature.</p>
---	--

What are the primary digital and/or print curricula/programs used for ELA and Math:

Indicate the content area, grade band and any adaptations made.

Content Area (Indicate ELA and Math Only)	Grade Band	Digital and/or Print Curricula/Program	Adaptations
Algebra	9-10	NEW VISIONS MATH CURRICULUM	
ELA	9-10	NEW VISIONS ELA CURRICULUM	
ELA	11-12	New Visions ELA Curriculum	

## SECTION 5: CONTINUOUS IMPROVEMENT PLANNING (GOALS, PROGRESS MEASURES, ACTION PLANS)

**DIRECTIONS:** IN COMPLETING THIS SECTION, YOUR SLT WILL ENGAGE IN THE STEPS LISTED BELOW TO INFORM THE DEVELOPMENT OF SCHOOL GOALS AND ACTION PLANS.

- REVIEW MULTIPLE SOURCES OF FEEDBACK REGARDING DATA, PRACTICES, AND RESOURCES TO IDENTIFY INEQUITIES, NEEDS AND ROOT CAUSES. REFER TO THE GUIDANCE FOR DEVELOPING A COMPREHENSIVE NEEDS ASSESSMENT ON THE FOLLOWING PAGE.
- DETERMINE PRIORITY NEEDS, ROOT CAUSES, AND GOALS BASED ON THE NEEDS IDENTIFIED.
- SHARE THE CEP GOALS AND ACTION PLANS WITH THE FULL SCHOOL COMMUNITY AND ENGAGE ALL STAKEHOLDERS IN IMPLEMENTING THE PLAN.

**NOTE:** YOUR SCHOOL MUST COMPLETE ONE (1) GOAL FOR EACH REQUIRED AREA OF CONCENTRATION (AOC). IN THE IPLAN PORTAL, YOUR SCHOOL CAN IDENTIFY MORE THAN ONE GOAL FOR EACH AOC, IF DESIRED, AND YOU CAN ALSO IDENTIFY GOALS FOR OPTIONAL AOCs.

### AREA OF CONCENTRATION HIGH SCHOOL ELA

#### Priority Needs and Root Causes

**Directions:** After conducting your comprehensive needs assessment for this Area of Concentration (AOC), use the chart below to:

- Indicate the high leverage priority needs determined by your school that, if resolved, will advance equity and result in measurable, positive impact on student outcomes.
- Summarize the data trends (gaps in student and school performance) for each priority need. Use the most current data available and cite the data source and year.
- Identify the root causes (and/or contributing factors, theories, hypotheses) that explain the current student and school outcomes.

1. Priority Need	2. Data Trend(s) (Cite Data Source & Year)	3. Root Cause(s)
Increase in ELA Credit accumulation for All Grades	New Visions Data Portal and Stars- 2020-2021	Fluency Gaps
Increase in Passing the ELA Regents for All Students in All Grades	New Visions Data Portal and Starts 2022-2022	Fluency Gaps
Increase College Ready Scores on ELA Regents for Black Students	New visions Data Portal and Regents Test Scores	Fluency Gaps

**High School ELA SMART Goal Directions:** After conducting a comprehensive needs assessment by analyzing the school data, surfacing priority needs and identifying root causes, develop at least one SMART goal for this AOC informed by the identified priority needs and required progress targets indicated in NYSED's Potential ESSA Indicator Goal Sheet, if applicable. Refer to NYSED's guidance on Acceptable vs. Unacceptable Effective Practice CEP Goals. Use the SMART Goal builder in iPlan for support in developing your goal.

Target Population	Baseline Data (CSI/TSI use ELA Academic Achievement Index)	SMART Goal
All Students	95%	By June, 2023, High School ELA Credit Accumulation for All Students will Increase 5% from 90% to 95% in ELA, as measured by Marking Period Grades.
All Students	113	By June, 2023, High School ELA for All Students will Increase 20, from 113 to 133, as measured by NYS ELA Regents Exam Results.
Black	8	By June, 2023, High School ELA for Black will Increase 5, from 8 to 13, as measured by NYS ELA Regents Exam College Ready Scores.

### Progress Measures and Targets

**Directions:** It is expected that progress monitoring occurs at two progress monitoring periods during the school year. Identify what your school would expect to see at the end of each period to know if you are on track to reach the identified goal(s) for this AOC. The progress monitoring targets can be a percentage or a number and should reflect a sufficient increase to meet the goal.

Measurement Tool	Key Performance Indicator	Quarterly Progress Monitoring Targets			
		Baseline Data	P1 (10/1-11/30)	P2 -Midyear (11/16-3/4)	P3 (4/26-6/17)
		October 15			
Stars Classroom and Teacher Grade Books	95% Pass Rate in ELA Classes	80% in all ELA Classes	80% Pass Rate in Student Marking Period 1 Grades	90% Pass Rate in Semester 1 Grades	95% Pass Rate in Semester 2 Grades
NYS ELA Regents Exam	Score of 75 on ELA Regents Exam	113 Students Passing the NYS ELA Regents Exa	Students meeting benchmark skills in ELA Classes at Marking Period 1	120 Students Passing Practice Regents Exam at Quarter 1	153 Students Passing the ELA Regents Exam
NYS ELA Regents Exam	Score of 75	Pass Rate from Midterm Mock Exam	80% completion of Text Analysis Essay	90% Pass Rate of Text Analysis Essay	95% Pass Rate on Text Analysis Essay

### Action Planning - August to January

**Directions:** Identify the progressive action steps your school will take between **August and January**, in logical and chronological order, to address the specific priority needs and root causes identified for this goal(s). Action plans should focus on new activities or initiatives, and/or modifications to current initiatives, which address root causes. Note: Routine activities the school does every year should not be included.

Start Date	End Date	Action Steps to Address Areas of Need (What will your school do in the first half of the year to address the root causes identified above?)
10/15/2022	11/15/0002	Academic Coaches meet with Students to review grades.
11/16/2022	11/20/2022	Review Scores from Summative Assessment for ELA Classes for Quarter 1
01/25/2023	01/29/2023	Review Scores from Summative Assessment for ELA Classes for Quarter 2

### Action Planning - February to June

**Directions:** Indicate the progressive action steps your school will implement from February to June to continue addressing root causes in order to achieve the goal(s) for this AOC. Note: Progress monitoring results should be used to update steps in this chart, if appropriate.

Start Date	End Date	Action Steps to Address Areas of Need (What will your school do in the second half of the year to address the root causes identified above?)
04/19/2023	04/23/2023	Review Scores from Summative Assessment for ELA Classes for Quarter 3
05/03/2023	05/15/2023	Students Participate in Mock ELA Exams
06/14/2023	06/18/2023	Students take NYS ELA Regents Exam

### Family and Community Engagement

**Directions:** Indicate the strategies/activities that will be implemented to support and engage families and community collaboration in the implementation of this action plan.



Start Date	End Date	Strategies/Activities	Partners/CBOs Leveraged (if applicable)
09/01/2022	09/30/2022	Town Hall and Open Houses for Families and Students	
11/01/2022	11/30/2022	Parent Coach Conferences	

Human Resources	NA
Instructional Resources	New Visions ELA Curriculum
Schedule Adjustments	Common Planning Team for Grade Level English Teachers
Other Resources Needed	NA

## AREA OF CONCENTRATION HIGH SCHOOL MATH

### Priority Needs and Root Causes

**Directions:** After conducting your comprehensive needs assessment for this Area of Concentration (AOC), use the chart below to:

- Indicate the high leverage priority needs determined by your school that, if resolved, will advance equity and result in measurable, positive impact on student outcomes.
- Summarize the data trends (gaps in student and school performance) for each priority need. Use the most current data available and cite the data source and year.
- Identify the root causes (and/or contributing factors, theories, hypotheses) that explain the current student and school outcomes.

1. Priority Need	2. Data Trend(s) (Cite Data Source & Year)	3. Root Cause(s)
Increase in Math Credit accumulation for All Grades	New Visions Data Portal, Stars 2021	Fluency gaps
Increase Algebra Regents Pass Rates for Black students	New Visions Data Portal and Regents Scores	Fluency Gaps
Increase Algebra Regents Pass Rates for Students with Disabilities	New Visions Data Portal and Regents Scores	Fluency Gaps

**High School Math SMART Goal Directions:** After conducting a comprehensive needs assessment by analyzing the school data, surfacing priority needs and identifying root causes, develop at least one SMART goal for this AOC informed by the identified priority needs and required progress targets indicated in NYSED's Potential ESSA Indicator Goal Sheet, if applicable. Refer to NYSED's guidance on Acceptable vs. Unacceptable Effective Practice CEP Goals. Use the SMART Goal builder in iPlan for support in developing your goal.

Target Population	Baseline Data (CSI/TSI use ELA Academic Achievement Index)	SMART Goal
All Students	71	By June, 2023, High School Math course pass rates for All Students will increase by 40, from 31 to 71, as measured by New Visions Portal.
Black	16	By June, 2023, High School Math for Black will Increase by 8, from 16 to 24, as measured by NYS Algebra Regents Exam
Students with Disabilities (SWD)	10	By June, 2023, High School Math for Students with Disabilities (SWD) will Increase 8, from 10 to 18, as measured by NYS Algebra Regents Exam Results.

### Progress Measures and Targets

**Directions:** It is expected that progress monitoring occurs at two progress monitoring periods during the school year. Identify what your school would expect to see at the end of each period to know if you are on track to reach the identified goal(s) for this AOC. The progress monitoring targets can be a percentage or a number and should reflect a sufficient increase to meet the goal.

Measurement Tool	Key Performance Indicator	Quarterly Progress Monitoring Targets			
		Baseline Data	P1 (10/1-11/30)	P2 -Midyear (11/16-3/4)	P3 (4/26-6/17)
		November 1st 2022			
Stars Classroom and Individual Teacher Grade Books	Score of 70 on NYS Regents Exam	50	31 Students	40 Students	71 Students
NY State Regents and Mock Exams	Score of 70 on NYS Regents Exam	16 Students with Passing Algebra Regents in the Class of 2024	16 Students with Passing Scores on the Algebra Regents in the class of 2024	20 Students with Passing Scores on the Algebra Regents in the class of 2024	24 Students with Passing Scores on the Algebra Regents in the class of 2024
NY State Regents and Mock Regents Exams	Score of 70 on NYS Regents Exam	10 Students with Disabilities with a passing scores on the Algebra Regents Exams.	10 Students with Disabilities with a passing scores on the Algebra Regents Exams.	15 Students with Disabilities with a passing scores on the Algebra Regents Exams.	18 Students with Disabilities with a passing scores on the Algebra Regents Exams.

#### Action Planning - August to January

**Directions:** Identify the progressive action steps your school will take between **August and January**, in logical and chronological order, to address the specific priority needs and root causes identified for this goal(s). Action plans should focus on new activities or initiatives, and/or modifications to current initiatives, which address root causes. Note: Routine activities the school does every year should not be included.

Start Date	End Date	Action Steps to Address Areas of Need (What will your school do in the first half of the year to address the root causes identified above?)
10/15/2022	11/15/2021	Academic Coaches check students progress in Math Classes across grade level.
11/20/2022	11/20/2022	Review Summative Assessment Scores of Algebra Classes for Quarter 1
01/25/2023	01/29/2023	Review Summative Assessment Scores of Algebra Classes for Quarter 2

#### Action Planning - February to June

**Directions:** Indicate the progressive action steps your school will implement from February to June to continue addressing root causes in order to achieve the goal(s) for this AOC. Note: Progress monitoring results should be used to update steps in this chart, if appropriate.

Start Date	End Date	Action Steps to Address Areas of Need (What will your school do in the second half of the year to address the root causes identified above?)
04/12/2023	04/16/2023	Review Summative Assessment Score of Algebra Classes for Quarter 3
05/03/2023	05/28/2023	Mock Regents Exam
06/14/2023	06/18/2023	Students take NYS Regents Exam

#### Family and Community Engagement

**Directions:** Indicate the strategies/activities that will be implemented to support and engage families and community collaboration in the implementation of this action plan.

Start Date	End Date	Strategies/Activities	Partners/CBOs Leveraged (if applicable)
09/01/2022	09/30/2022	Town Hall and Open House events for students and families	
11/01/2022	11/30/2022	Parent Coach Conferences	

Human Resources	NA
Instructional Resources	New Visions Math Curriculum
Schedule Adjustments	Common Planning Time for Grade Level Math Teachers.
Other Resources Needed	NA

## **AREA OF CONCENTRATION SUPPORTIVE ENVIRONMENT FRAMEWORK (SEF) - REQUIRED**

### **Priority Needs and Root Causes**

**Directions:** After conducting your comprehensive needs assessment for this Area of Concentration (AOC), use the chart below to:

- Indicate the high leverage priority needs determined by your school that, if resolved, will advance equity and result in measurable, positive impact on student outcomes.
- Summarize the data trends (gaps in student and school performance) for each priority need. Use the most current data available and cite the data source and year.
- Identify the root causes (and/or contributing factors, theories, hypotheses) that explain the current student and school outcomes.

1. Priority Need	2. Data Trend(s) (Cite Data Source & Year)	3. Root Cause(s)
Students building supportive relationships with staff	Students response to questions show that improvement can be made in building relationships between students and coaches	Lack of time in the schedule for students in form meaningful connections.
Students building supportive relationships with staff	Teacher response to questions show that improvement can be made in building relationships between students and coaches	Lack of time in the schedule for students in form meaningful connections.
Students building peer support	Students response to questions on NYC DOE School Survey.	Lack of time in the schedule for students in form meaningful connections.

**Supportive Environment Framework (SEF) - Required SMART Goal Directions:** After conducting a comprehensive needs assessment by analyzing the school data, surfacing priority needs and identifying root causes, develop at least one SMART goal for this AOC informed by the identified priority needs and required progress targets indicated in NYSED's Potential ESSA Indicator Goal Sheet, if applicable. Refer to NYSED's guidance on Acceptable vs. Unacceptable Effective Practice CEP Goals. Use the SMART Goal builder in iPlan for support in developing your goal.

Target Population	Baseline Data (CSI/TSI use ELA Academic Achievement Index)	SMART Goal
Collaborative & Trusting Relationships	67	By May, 2023, practices related to Social-Emotional Support will improve 23%, from 67 to 80, as measured by positive NYC School Survey responses from students, resulting in improved Collaborative & Trusting Relationships.
Collaborative & Trusting Relationships	75	By May, 2023, practices related to Social-Emotional Support will improve 5%, from 75 to 80, as measured by positive NYC School Survey responses from teachers, resulting in improved Collaborative & Trusting Relationships.
Collaborative & Trusting Relationships	75	By June, 2023, practices related to Peer Support for Academic Work will improve 5%, from 75 to 80, as measured by positive NYC School Survey responses, resulting in improved Collaborative & Trusting Relationships.

### **Progress Measures and Targets**

**Directions:** It is expected that progress monitoring occurs at two progress monitoring periods during the school year. Identify what your school would expect to see at the end of each period to know if you are on track to reach the identified goal(s) for this AOC. The progress monitoring targets can be a percentage or a number and should reflect a sufficient increase to meet the goal.

Measurement Tool	Key Performance Indicator	Quarterly Progress Monitoring Targets			
		Baseline Data	P1 (10/1-11/30)	P2 -Midyear (11/16-3/4)	P3 (4/26-6/17)
		November 15th			
NYC DOE School Survey and New Visions CRNSI Survey	Responses to DFL Surveys and Reflections	TBD after 1st Quarter reflections	80% Completion DFL Surveys and Reflections	90% Completion of DFL Surveys and Reflections	100% completion of DFL Surveys and Reflection
NYC DOE and New Visions CRNSI Survey	Quarter 1 Responses to DFL Surveys and Reflections	80% positive responses as measured by NYC School Survey Responses	80% Positive Survey Responses	85% Positive Survey Responses	90% Positive Survey Responses
NYC DOE Survey and New Visions CRNSI Survey	Quarter 1 Responses to DFL Surveys and Reflections	80% Positive Survey Responses	80% Positive Survey Responses	85% Positive Survey Responses	90% Positive Survey Responses

#### Action Planning - August to January

**Directions:** Identify the progressive action steps your school will take between **August and January**, in logical and chronological order, to address the specific priority needs and root causes identified for this goal(s). Action plans should focus on new activities or initiatives, and/or modifications to current initiatives, which address root causes. Note: Routine activities the school does every year should not be included.

Start Date	End Date	Action Steps to Address Areas of Need (What will your school do in the first half of the year to address the root causes identified above?)
08/01/2022	09/30/2022	Design for Life Team meets to collaborate and design social emotional curriculum for grades 9-12
09/30/2022	11/30/2022	Coaches meet with students on a weekly basis to establish relationships with students
10/30/2022	12/30/2022	Circles weekly for each grade level.

#### Action Planning - February to June

**Directions:** Indicate the progressive action steps your school will implement from February to June to continue addressing root causes in order to achieve the goal(s) for this AOC. Note: Progress monitoring results should be used to update steps in this chart, if appropriate.

Start Date	End Date	Action Steps to Address Areas of Need (What will your school do in the second half of the year to address the root causes identified above?)
01/01/2022	02/01/2023	Design for Life support focused on end of semester student needs.
02/28/2022	04/30/2023	Coaching meeting with students
02/01/2022	06/01/2023	Weekly Circle sessions with students.

#### Family and Community Engagement

**Directions:** Indicate the strategies/activities that will be implemented to support and engage families and community collaboration in the implementation of this action plan.

Start Date	End Date	Strategies/Activities	Partners/CBOs Leveraged (if applicable)
09/01/2022	09/30/2022	Town Hall and Family Meetings	
09/01/2022	10/15/2022	Coach and Family Outreach	

Human Resources	Survey Coordinator
Instructional Resources	DFL Curriculum
Schedule Adjustments	Common Planning time for Design for Life teachers.
Other Resources Needed	NA

# AREA OF CONCENTRATION CHRONIC ABSENTEEISM

## Priority Needs and Root Causes

**Directions:** After conducting your comprehensive needs assessment for this Area of Concentration (AOC), use the chart below to:

- Indicate the high leverage priority needs determined by your school that, if resolved, will advance equity and result in measurable, positive impact on student outcomes.
- Summarize the data trends (gaps in student and school performance) for each priority need. Use the most current data available and cite the data source and year.
- Identify the root causes (and/or contributing factors, theories, hypotheses) that explain the current student and school outcomes.

1. Priority Need	2. Data Trend(s) (Cite Data Source & Year)	3. Root Cause(s)
Decrease Chronic Absenteeism for Students with Disabilities	ATS Attendance Report and Individual Class Attendance	Lack of engagement and difficulty with travel
Decrease Chronic Absenteeism for Black Students	ATS Attendance Report and Individual Class Attendance	Difficulty with travel and lack of targeted support.
Decrease Chronic Absenteeism for All Students	ATS Attendance Reports and Individual Class Attendance	Lack of Targeted Support

**Chronic Absenteeism SMART Goal Directions:** After conducting a comprehensive needs assessment by analyzing the school data, surfacing priority needs and identifying root causes, develop at least one SMART goal for this AOC informed by the identified priority needs and required progress targets indicated in NYSED's Potential ESSA Indicator Goal Sheet, if applicable. Refer to NYSED's guidance on Acceptable vs. Unacceptable Effective Practice CEP Goals. Use the SMART Goal builder in iPlan for support in developing your goal.

Target Population	Baseline Data (CSI/TSI use ELA Academic Achievement Index)	SMART Goal
Students with Disabilities (SWD)	44	By June, 2023, Chronic Absenteeism for Students with Disabilities (SWD) will decrease from 44 students to 24 students, as measured by New Visions Portal .
Black	51	By June, 2023, Chronic Absenteeism for Black will Decrease from 51 students to 25 students, as measured by New Visions Portal.
All Students	135	By June, 2023, Chronic Absenteeism for All Students will Decrease from 135 students to 81 students, as measured by New Visions Portal.

## Progress Measures and Targets

**Directions:** It is expected that progress monitoring occurs at two progress monitoring periods during the school year. Identify what your school would expect to see at the end of each period to know if you are on track to reach the identified goal(s) for this AOC. The progress monitoring targets can be a percentage or a number and should reflect a sufficient increase to meet the goal.

Measurement Tool	Key Performance Indicator	Quarterly Progress Monitoring Targets			
		Baseline Data	P1 (10/1-11/30)	P2 -Midyear (11/16-3/4)	P3 (4/26-6/17)
		October 15th			
New Visions Attendance Heat Map	Attendance	Decrease of Chronic Absenteeism by 50%	38 students with Chronic Absenteeism	30 students with Chronic Absenteeism	24 students with Chronic Absenteeism
New Visions Attendance Heat Map	Attendance	Decrease of Chronic Absenteeism by 35%	50 Students	30 Students	25 Students
New Visions Attendance Heat Map	Attendance	Decrease of Chronic Absenteeism by 35%	135 Students	105 Students	81 Students

**Action Planning - August to January**

**Directions:** Identify the progressive action steps your school will take between **August and January**, in logical and chronological order, to address the specific priority needs and root causes identified for this goal(s). Action plans should focus on new activities or initiatives, and/or modifications to current initiatives, which address root causes. Note: Routine activities the school does every year should not be included.

Start Date	End Date	Action Steps to Address Areas of Need (What will your school do in the first half of the year to address the root causes identified above?)
09/06/2022	09/15/2022	Hire Attendance Teacher
10/15/2022	10/31/2022	Hiring F Status Attendance Teacher
11/01/2022	11/15/2022	Grade Level Teacher Coaching Check Ins

**Action Planning - February to June**

**Directions:** Indicate the progressive action steps your school will implement from February to June to continue addressing root causes in order to achieve the goal(s) for this AOC. Note: Progress monitoring results should be used to update steps in this chart, if appropriate.

Start Date	End Date	Action Steps to Address Areas of Need (What will your school do in the second half of the year to address the root causes identified above?)
02/08/2023	03/22/2023	Weekly Attendance Meetings to identify students in need of Academic Support
02/08/2023	03/26/2023	Grade Level Teacher Coaching Check ins with students below 70% Attendance
02/08/2023	03/03/2023	Weekly Check in and Parent Outreach from Attendance Teacher with Students below 50% Attendance.

**Family and Community Engagement**

**Directions:** Indicate the strategies/activities that will be implemented to support and engage families and community collaboration in the implementation of this action plan.

Start Date	End Date	Strategies/Activities	Partners/CBOs Leveraged (if applicable)
09/01/2022	09/30/2022	Town Hall and Open House Events Virtually and In Person	
11/14/2022	11/30/2022	Parent Coach Conferences for 1st Quarter Grades and Attendance	

Human Resources	Attendance Teacher References and Open Market
Instructional Resources	NA
Schedule Adjustments	Meeting Times for Attendance Team
Other Resources Needed	NA

**AREA OF CONCENTRATION QUALITY INDIVIDUALIZED EDUCATION PROGRAM**

**Priority Needs and Root Causes**

**Directions:** After conducting your comprehensive needs assessment for this Area of Concentration (AOC), use the chart below to:

- Indicate the high leverage priority needs determined by your school that, if resolved, will advance equity and result in measurable, positive impact on student outcomes.
- Summarize the data trends (gaps in student and school performance) for each priority need. Use the most current data available and cite the data source and year.
- Identify the root causes (and/or contributing factors, theories, hypotheses) that explain the current student and school outcomes.

1. Priority Need	2. Data Trend(s) (Cite Data Source & Year)	3. Root Cause(s)
Academic Support in 12th Grade for SPED Students	Quality of student work and grades, Stars 2021	Decrease in academic support in 12th grade.

**Quality Individualized Education Program SMART Goal Directions:** After conducting a comprehensive needs assessment by analyzing the school data, surfacing priority needs and identifying root causes, develop at least one SMART goal for this AOC informed by the identified priority needs and required progress targets indicated in NYSED's Potential ESSA Indicator Goal Sheet, if applicable. Refer to NYSED's guidance on Acceptable vs. Unacceptable Effective Practice CEP Goals. Use the SMART Goal builder in iPlan for support in developing your goal.

Target Population	Baseline Data (CSI/TSI use ELA Academic Achievement Index)	SMART Goal
All Students with Disabilities (SWD)	80	By May, 2023, to strengthen the quality and implementation of IEPs for All Students with Disabilities (SWD), we will improve Implementation of IEP Recommendations by Increase 10, from 80% to 90, as measured by Program Service Reports.
All Students with Disabilities (SWD)	80	By May, 2023, to strengthen the quality and implementation of IEPs for All Students with Disabilities (SWD), we will improve Development of appropriate post-secondary goals and services by Increase 10, from 80% to 90, as measured by IEPs.
SWD who are also English Language Learners (ELL)	70%	By May, 2023, to strengthen the quality and implementation of IEPs for SWD who are also English Language Learners (ELL), we will improve and strength the quality of service to SWD students who are also ELL by an Increase 20%, from 70% to 90%, as measured by IEP Review and Progress Service Reports.

#### Progress Measures and Targets

**Directions:** It is expected that progress monitoring occurs at two progress monitoring periods during the school year. Identify what your school would expect to see at the end of each period to know if you are on track to reach the identified goal(s) for this AOC. The progress monitoring targets can be a percentage or a number and should reflect a sufficient increase to meet the goal.

Measurement Tool	Key Performance Indicator	Quarterly Progress Monitoring Targets			
		Baseline Data	P1 (10/1-11/30)	P2 -Midyear (11/16-3/4)	P3 (4/26-6/17)
		October 15th			
Program Service Reports	80% Improved Implementation of IEP Recommendations	80	80% Improved Implementation of IEP Recommendations	85% Improved Implementation of IEP Recommendations	90% Improved Implementation of IEP Recommendations
Post Secondary Goals and Services in IEP	Quality and Implementation of Post Secondary Goals and Services	80% Quality and Implementation of Post Secondary Goals and Services	80% Quality and Implementation of Post Secondary Goals and Services	85% Quality and Implementation of Post Secondary Goals and Services	90% Quality and Implementation of Post Secondary Goals and Services
Compliance Review and IEP Review	IEP Completion and Reviews	70%	70% Quality of Service will Met	80% Quality of Service will Met	90% Quality of Service will Met

#### Action Planning

**Directions:** Identify the progressive action steps your school will take, in logical and chronological order, to address the specific priority needs and root causes identified for this goal(s). Action plans should focus on new activities or initiatives, and/or modifications to current initiatives, which address root causes. **Note:** Routine activities the school does every year should not be included.

Start Date	End Date	Areas of need	Action Steps to Address Areas of Need (What will your school do to address the root causes identified above?)
08/24/2022	08/28/2022	Ensure program and service recommendations are appropriate for each student and provide access to the student's least restrictive environment	School Implementation Team discussed student recommendations ICT classes determine additional supports that may be necessary
09/07/2022	09/11/2022	Develop appropriately rigorous standards-aligned annual goals	General Ed teachers will work with Special ed teachers to determine highest leverage skill areas for each student and design goals that provide multiple opportunities for students to show mastery.
09/07/2022	10/01/2022	Ensure "impact of disability" statements reflect the effect of the student's disability on access, participation and progress in the general education curriculum	Special Ed teachers and related service providers participate in norming sessions around impact statements.
09/07/2022	09/25/2022	Ensure that programs and services mandated on each student's IEP are delivered	Special Ed Teachers, School programmers and administrators meet to review the mandates listed and determine next steps as needed.
09/07/2022	09/25/2022	Ensure that transition planning is reflective of student needs for all students age 14 and older [Required for all schools with students in 8th-12th grade]	All students will be meet with Special Ed Teacher and Teacher Coach to discuss post secondary plan. This is will documented in Student Portfolio and all teachers will have access.
09/07/2022	01/08/2023	Conduct IEP meetings within specified compliance dates	Develop a shared calendar for all IEP meetings monitored by the Head of the Special Education Department.
09/07/2022	01/08/2023	Monitor referrals to Special Education to ensure appropriate referrals only	SIT Reviews all special ed referrals to ensure interviews were implemented and documented before moving forward with a referral for special education services.

#### **Family and Community Engagement**

**Directions:** Indicate the strategies/activities that will be implemented to support and engage families and community collaboration in the implementation of this action plan.

Start Date	End Date	Strategies/Activities	Partners/CBOs Leveraged (if applicable)
09/01/2022	09/30/2022	Family Meetings with IEP Students	
09/30/2022	11/30/2022	IEP Review Meetings	

Human Resources	Special Education Position
Instructional Resources	NA
Schedule Adjustments	Time for special education teachers to meet to review IEPS with General Education teachers and schedule meetings with families.
Other Resources Needed	NA

## **AREA OF CONCENTRATION GRADUATION RATE**

#### **Priority Needs and Root Causes**

**Directions:** After conducting your comprehensive needs assessment for this Area of Concentration (AOC), use the chart below to:

- Indicate the high leverage priority needs determined by your school that, if resolved, will advance equity and result in measurable, positive impact on student outcomes.
- Summarize the data trends (gaps in student and school performance) for each priority need. Use the most current data available and cite the data source and year.
- Identify the root causes (and/or contributing factors, theories, hypotheses) that explain the current student and school outcomes.



1. Priority Need	2. Data Trend(s) (Cite Data Source & Year)	3. Root Cause(s)
Support students in credit accumulation	Students struggled to complete course work required for graduation	Challenged for students to stay engaged without targeted support.
Students need one-on-one Academic and social-emotional support	Students struggled to manage college process and academic classes	Student struggled with engagement and lacked support

**Graduation Rate SMART Goal Directions:** After conducting a comprehensive needs assessment by analyzing the school data, surfacing priority needs and identifying root causes, develop at least one SMART goal for this AOC informed by the identified priority needs and required progress targets indicated in NYSED's Potential ESSA Indicator Goal Sheet, if applicable. Refer to NYSED's guidance on Acceptable vs. Unacceptable Effective Practice CEP Goals. Use the SMART Goal builder in iPlan for support in developing your goal.

Target Population	Baseline Data (CSI/TSI use ELA Academic Achievement Index)	SMART Goal
Black	84	By June, 2023, Graduation Rate for Black will Increase 6%, from 84 to 90%, as measured by 4 year Graduation Rate.
Students with Disabilities	71%	By June, 2023, Graduation Rate for Students with Disabilities will Increase 9%, from 71% to 80%, as measured by 4 year Graduation Rate.
All Students	82%	By June, 2023, Graduation Rate for All Students will Increase 6%, from 82% to 88, as measured by 2021 4 year Graduation Rate in the New Visions Portal.

**Progress Measures and Targets**

**Directions:** It is expected that progress monitoring occurs at two progress monitoring periods during the school year. Identify what your school would expect to see at the end of each period to know if you are on track to reach the identified goal(s) for this AOC. The progress monitoring targets can be a percentage or a number and should reflect a sufficient increase to meet the goal.

Measurement Tool	Key Performance Indicator	Quarterly Progress Monitoring Targets			
		Baseline Data	P1 (10/1-11/30)	P2 -Midyear (11/16-3/4)	P3 (4/26-6/17)
		October 15			
New Visions Graduation Tracker	Credit Gaps Tracker on New Visions Data Portal	75% of All Black Students on Track to Graduate	75% of All Black Students on Track to Graduate	80% of All Black Students on Track to Graduate	90% of All Black Students on Track to Graduate
New Visions Graduation Tracker	Credit Gaps Tracker on New Visions Data Portal	70% of All Students With Disabilities o Track to Graduate	70% of All Students With Disabilities o Track to Graduate	75% of All Students With Disabilities o Track to Graduate	80% of All Students With Disabilities o Track to Graduate
NV Graduation Tracker	Credit Gaps Tracker on New Visions Data Portal and Graduation Predictor	85% of All Students on Track to Graduate	85% of All Students on Track to Graduate	88% of All Students on Track to Graduate	90% of All Students on Track to Graduate

**Action Planning - August to January**

**Directions:** Identify the progressive action steps your school will take between **August and January**, in logical and chronological order, to address the specific priority needs and root causes identified for this goal(s). Action plans should focus on new activities or initiatives, and/or modifications to current initiatives, which address root causes. Note: Routine activities the school does every year should not be included.

Start Date	End Date	Action Steps to Address Areas of Need (What will your school do in the first half of the year to address the root causes identified above?)
10/15/2022	10/30/2022	Assess Graduation Rates
01/31/2023	02/15/2023	Assess Graduation Rates
02/22/2023	02/22/2023	Brainstorm and Implement Individual Student Intervention Plans

**Action Planning - February to June**

**Directions:** Indicate the progressive action steps your school will implement from February to June to continue addressing root causes in order to achieve the goal(s) for this AOC. **Note:** Progress monitoring results should be used to update steps in this chart, if appropriate.

Start Date	End Date	Action Steps to Address Areas of Need (What will your school do in the second half of the year to address the root causes identified above?)
04/05/2023	04/09/2023	Analyze Quarter 3 Grades
05/03/2023	05/14/2023	Implement Individual Student Intervention Plan
06/01/2023	06/11/2023	Plan for final week to ensure credit and exams requirements are completed

**Family and Community Engagement**

**Directions:** Indicate the strategies/activities that will be implemented to support and engage families and community collaboration in the implementation of this action plan.

Start Date	End Date	Strategies/Activities	Partners/CBOs Leveraged (if applicable)
09/01/2022	09/30/2022	Senior Parent Meeting and Town Hall	
10/30/2022	11/30/2022	Individual Family Meetings to Review Graduation Plan	

Human Resources	College Advisor
Instructional Resources	Naviance
Schedule Adjustments	12th Grade Level Team Meetings with College Advisor
Other Resources Needed	College Bridge for All

**AREA OF CONCENTRATION COLLEGE, CAREER & CIVIC READINESS (CCCR)**

**Priority Needs and Root Causes**

**Directions:** After conducting your comprehensive needs assessment for this Area of Concentration (AOC), use the chart below to:

- Indicate the high leverage priority needs determined by your school that, if resolved, will advance equity and result in measurable, positive impact on student outcomes.
- Summarize the data trends (gaps in student and school performance) for each priority need. Use the most current data available and cite the data source and year.
- Identify the root causes (and/or contributing factors, theories, hypotheses) that explain the current student and school outcomes.

1. Priority Need	2. Data Trend(s) (Cite Data Source & Year)	3. Root Cause(s)
Increase in AP Programming	Decrease in Enrollment due to pre-requirements for class	Lack of entry points to AP Classes for All Students.
Provide increase support for students to earn college ready scores	Small percentage of students meeting College Ready Scores	Differentiate Curriculum to support student skills.

**College, Career & Civic Readiness (CCCR) SMART Goal Directions:** After conducting a comprehensive needs assessment by analyzing the school data, surfacing priority needs and identifying root causes, develop at least one SMART goal for this AOC informed by the identified priority needs and required progress targets indicated in NYSED’s Potential ESSA Indicator Goal Sheet, if applicable. Refer to NYSED’s guidance on Acceptable vs. Unacceptable Effective Practice CEP Goals. Use the SMART Goal builder in iPlan for support in developing your goal.

Target Population	Baseline Data (CSI/TSI use ELA Academic Achievement Index)	SMART Goal
All Students	24	By June, 2023, College, Career & Civic Readiness (CCCR) for All Students will Increase 6, from 24 to 30, as measured by AP language.
Students with Disabilities (SWD)	5	By June, 2023, College, Career & Civic Readiness (CCCR) for Students with Disabilities (SWD) will Increase 10, from 5 to 15, as measured by Advanced Placement Enrollments.
All Students	52	By June, 2023, College, Career & Civic Readiness (CCCR) for All Students will Increase 18%, from 52 to 70, as measured by New visions Portal .

#### **Progress Measures and Targets**

**Directions:** It is expected that progress monitoring occurs at two progress monitoring periods during the school year. Identify what your school would expect to see at the end of each period to know if you are on track to reach the identified goal(s) for this AOC. The progress monitoring targets can be a percentage or a number and should reflect a sufficient increase to meet the goal.

Measurement Tool	Key Performance Indicator	Quarterly Progress Monitoring Targets			
		Baseline Data	P1 (10/1-11/30)	P2 -Midyear (11/16-3/4)	P3 (4/26-6/17)
		October 15			
Class Enrollment	Enrollment	30	30	30	30
Enrollment Data Numbers	Enrollment	20 Students enrolled in AP classes	20 Students enrolled in AP classes	20 Students enrolled in AP classes	20 Students enrolled in AP classes
New Visions Portal	GPA and Quarter 1 grades	TBD Based on 1st Semester Course Performance	45% Performance Score	50% Performance Score	60% Performance Score

#### **Action Planning - August to January**

**Directions:** Identify the progressive action steps your school will take between **August and January**, in logical and chronological order, to address the specific priority needs and root causes identified for this goal(s). Action plans should focus on new activities or initiatives, and/or modifications to current initiatives, which address root causes. Note: Routine activities the school does every year should not be included.

Start Date	End Date	Action Steps to Address Areas of Need (What will your school do in the first half of the year to address the root causes identified above?)
09/01/2022	09/15/2022	Course Enrollment (All AP Courses)
10/15/2022	10/30/2022	Mock AP Exams (ALL AP Courses)
01/15/2023	01/31/2023	1st Semester AP Exams (All AP Courses)

#### **Action Planning - February to June**

**Directions:** Indicate the progressive action steps your school will implement from February to June to continue addressing root causes in order to achieve the goal(s) for this AOC. Note: Progress monitoring results should be used to update steps in this chart, if appropriate.

Start Date	End Date	Action Steps to Address Areas of Need (What will your school do in the second half of the year to address the root causes identified above?)
02/02/2023	02/05/2023	Review Scores of AP Exams
04/05/2023	04/09/2023	Review Quarter 3 Grades and plan interventions to prepare for AP Exams
05/03/2023	05/21/2023	Plan supports for students taking AP Exams

#### **Family and Community Engagement**

**Directions:** Indicate the strategies/activities that will be implemented to support and engage families and community collaboration in the implementation of this action plan.

Start Date	End Date	Strategies/Activities	Partners/CBOs Leveraged (if applicable)
09/01/2022	06/15/2023	AP Students and Families Meeting	
11/01/2022	11/30/0022	Parent Coach Meetings	

Human Resources	Mentor Teachers
Instructional Resources	College Board and AP for All Resources
Schedule Adjustments	Common Planning and Meeting Times for AP Teachers
Other Resources Needed	NA

## SECTION 6: MULTI-TIERED SYSTEMS OF SUPPORT (MTSS)

### Academic Support

**NYCDOE Multi-Tiered Systems of Support (MTSS)** align with NYSED guidelines for providing Academic Intervention Services (AIS) to students who have not yet met state standards or are considered to be at-risk of not meeting state standards. MTSS identifies the academic support services to be provided and ensures that students receive Response to Intervention (RtI) and Positive Behavioral Interventions and Support (PBIS) strategies as needed. See **NYSED's memo** to view the criteria for determining AIS services. The **Supportive Environment Framework (SEF)** offers a wide range of evidence-based Tier 2 and Tier 3 interventions and supports for student social-emotional, behavioral, physical and mental wellness.

Use the charts below and a Multi-Tiered System of Support (MTSS) to match academic, social/emotional, behavioral and instructional resources with student needs to provide targeted support for all learners, especially students who experience difficulty meeting state standards and those students who are living in Temporary Housing. Indicate specialized materials, technology-based tools and/or extra instruction, including Expanded Learning Time that supplements school-wide systems & supports and/or classroom level supports that address the unique social/emotional, behavioral and academic challenges of culturally and linguistically diverse students.

**Directions:** Complete the chart and identify Tier 2 or 3 MTSS Academic supports:

Any Tier 2/3 interventions should be in addition to the foundational work being done at Tier 1.

Academic Support Indicate Tier 2 or 3	Criteria for Determining Service	Program Type or Strategy	Service Delivery Model (Small group, one-to-one, tutoring, etc.)	When is Service Provided? (Before, during or after school)	Technology-Based Tool (Indicate Yes or No)
Tier 2	Evidence Based from Class work submitted	Small Group Instruction	Small Group Instruction	During and After School	Yes
Tier 3	Data Teams	Data Teams	Grade Level Data	Weekly Meetings	Yes
Tier 3	All Students	Progress Monitoring	Academic Coaching and Literacy Intervention Program (RTI)	During School	Yes

### Student Social/Emotional Support

**Directions:** Complete the chart and identify Tier 2 or 3 MTSS Student Social/Emotional supports. Any Tier 2/3 interventions should be in addition to the foundational work being done at Tier 1.

Student Social/Emotional Support Indicate Tier 2 or 3	Criteria for Determining Service	Program Type or Strategy	Service Delivery Model (Small group, one-to-one, tutoring, etc.)	When is Service Provided? (Before, during or after school)	Technology-Based Tool (Indicate Yes or No)
Tier 2	All Students	Circles	Small groups	During School	No
Tier 3	All Students	Coaching	One to One	During School	No
Tier 3	Identified by Grade Level Team	Restorative Circles	Small Groups or One-on One	During School	No

## Students in Temporary Housing (STH) Support

As included in your school's Office of School and Youth Development Consolidated Plan-STH Section and in accordance with the federal McKinney-Vento Homeless Assistance Act and Chancellor's Regulation A-780, schools must identify, serve, and report on students living in temporary housing (STH). All Title I and non-Title I schools receive a Title I allocation for STH students. The **Students in Temporary Housing (STH)** website provides guidance on STH pupils and how these funds can be used to meet their needs, as well as restrictions. For more information on acceptable uses of the mandated Title I, Part A set-aside to support your STH population, please refer to **TITLE I, Part A: Homeless Set-aside Guidance on Allowable and Unallowable Expenditures**.

<p>Identify the number of Students in Temporary Housing who are currently attending your school.</p> <p>Since the number of STH children can change regularly, schools must carefully track this number to determine whether there has been an increase in need.</p>	7 students
--	------------

Describe the services you are planning to provide to the STH population.	Students in temporary housing will be assigned to work with a social worker who will develop a support plan for the student. This plan will include but not limited to the following; weekly social emotional and academic counseling, crisis interventions and family support. In addition to these services, the students will have opportunities to participate in our outdoor learning programs with Community of Unity, our community based organization. The Door, University Settlement and Henry Street Settlement have applications available in Spanish and Chinese.
--	--

## SECTION 7: PARENT AND FAMILY ENGAGEMENT POLICY AND SCHOOL-PARENT COMPACT

### Parent and Family Engagement Policy

**Directions:** The Parent and Family Engagement Policy should describe how your school will plan and implement effective parent and family engagement activities and/or strategies to improve student academic achievement and school performance. The School-Parent Compact (SPC) is a component of the Parent and Family Engagement Policy that outlines how parents, the entire school staff, and students will share this responsibility.

The activities and/or strategies included in your school's Parent and Family Engagement Policy should align with current Comprehensive Education Plan (CEP) goals for improving student achievement and should be developed or updated with input and feedback from parent leaders and the Parent Coordinator. In addition, if the school community will be engaged in central parent engagement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in the school's policy.

In Title I schools, the Title I Parent Advisory Council (PAC) represents the Title I parent community in supporting parent and family engagement. The Title I PAC Chairperson will serve in a consultative role with the SLT representing the school's Title I parents. Schools are encouraged to use the sample Parent and Family Engagement and SPC templates below (which meet federal Title I parent and family engagement requirements) as guidance for updating the school's current policy.

### Parent and Family Engagement Policy

Educational research shows a positive correlation between effective parental engagement and student achievement. The overall aim of this policy is to develop a parent and family engagement policy that will establish expectations and objectives for meaningful parent and family engagement in the school community. [School Name], in compliance with Section 1116 of Title I, Part A of the Every Student Succeeds Act (ESSA), is responsible for creating and implementing a parent and family engagement policy to strengthen the connection and support of student achievement between the school and the families. The school's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association (or Parent-Teacher Association), and Title I Parent Advisory Council as trained volunteers and welcomed members of the school community.

### Support for Parents and Family Members of Title I Students

[School Name] will support parents and family members of Title I students by: • providing materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math and use of technology; • providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children; • fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress; • providing assistance to parents in understanding City, State and Federal standards and assessments; • sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand; • providing professional learning opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of the school community;

### Parental Involvement and School Quality

The school's Parent and Family Engagement Policy was designed based upon a careful assessment of the needs of all parents/guardians, including parents/guardians of Multilingual Learners/English Language Learners (ML/ELL), and students with disabilities. The school community, with the meaningful involvement of parents and family members, will conduct an annual evaluation of the content and effectiveness of this parent and family engagement policy with Title I parents to improve the academic quality of the school. The findings of the evaluation through school surveys and feedback forms will be used to design strategies to more effectively meet the needs of parents and family members and enhance the school's Title I program. This information will be maintained by the school. In developing the Title I Parent and Family Engagement Policy, parents of Title I participating students, parent members of the school's Parent Association (or Parent-Teacher Association), as well as parent members of the School Leadership Team, were consulted on the proposed Title I Parent and Family Engagement Policy and asked to survey their members for additional input. To increase and improve parent involvement and school quality, the school will: • actively involve and engage parents and family members in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the School Comprehensive Education Plan, including the implementation of the school's Title I Parent and Family Engagement Policy and School-Parent Compact; • engage all parents in discussion and decisions regarding the required Title I, 1% set-aside funds, which are allocated directly to the school to supplement parent and family engagement activities, including family literacy and parenting skills; • ensure that the Title I funds allocated for parent and family engagement are utilized to implement activities and strategies as described in the school's Parent and Family Engagement Policy and the School-Parent Compact; • support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Advisory Council. This includes providing technical support and ongoing professional learning, especially in developing leadership skills; • maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend the school and will work to ensure that the school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.; • conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home; • provide opportunities for parents to help them understand the accountability system, e.g., ESSA/State accountability system, student proficiency levels, Annual School Report Card, School Quality Report, Quality Review Report, Learning Environment Survey Report; • host the required Annual Title I Parent Meeting each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent and family engagement requirements under Title I, Part A, Section 1116 and other applicable sections under ESSA; • schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions; • translate all critical school documents and provide interpretation during meetings and events as needed.

### Encouraging School-Level Parental Involvement

The school will further encourage school-level parent and family engagement by: • hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year; • encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Advisory Council; • supporting or hosting Family Day events; • establishing a Parent Resource Center/Area or lending library; instructional materials for parents; • encouraging more parents to become trained school volunteers; • providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress; • developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress; • providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand.

## School-Parent Compact (SPC)

### School-Parent Compact (SPC)

[School Name], in compliance with the Section 1116 of Title I, Part A of the Every Student Succeeds Act (ESSA), is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards on assessments.

#### I. School Responsibilities: High Quality Curriculum

Provide high quality curriculum and instruction consistent with State Standards to enable participating children to meet the State's Standards and Assessments by:

- using academic learning time efficiently;
- respecting cultural, racial and ethnic differences;
- implementing a curriculum aligned to the State Learning Standards;
- offering high quality instruction in all content areas;
- providing instruction by highly qualified teachers and when this does not occur, notifying parents as required by the Every Student Succeeds Act (ESSA);

#### I. School Responsibilities: Supporting Home-School Relationships

Support home-school relationships and improve communication by:

- conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related;
- convening an Annual Title I Parent Meeting each school year for parents and family members of students participating in the Title I program to inform them of the school's Title I status and funded programs and their right to be involved;
- arranging additional meetings at other flexible times, e.g., morning, evening and providing (if necessary and funds are available) transportation or child care for those parents who cannot attend a regular meeting;
- respecting the rights of limited English proficient families to receive translated documents and interpretation services in order to ensure participation in the child's education;
- providing information related to school and parent programs, meetings and other activities is sent to parents of participating children in a format and to the extent practicable in a language that parents can understand;
- involving parents in the planning process to review, evaluate and improve the existing Title I programs, Parent and Family Engagement Policy and this Compact;
- providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information;
- ensuring that the Parent and Family Engagement Policy and School-Parent Compact are distributed and discussed with parents each year;

#### I. School Responsibilities: Providing Parents Reasonable Access to Staff

Provide parents reasonable access to staff by:

- ensuring that staff will have access to interpretation services in order to effectively communicate with limited English speaking parents;
- notifying parents of the procedures to arrange an appointment with their child's teacher or other school staff member;
- arranging opportunities for parents to receive training to volunteer and participate in their child's class, and to observe classroom activities;
- planning activities for parents during the school year, e.g., Parent-Teacher Conferences;

#### I. School Responsibilities: Providing General Support to Parents

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents, and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional learning opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering with all members of the school community;
- supporting parental involvement activities as requested by parents and family members;
- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent and Family Engagement Policy;
- advising parents of their right to file a complaint under the Department's General Complaint Procedures and consistent with the Title I requirement for Every Student Succeeds Act (ESSA) and Title I programs;

#### II. Parent/Guardian Responsibilities

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;
- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child's school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child's education;
- communicate with my child's teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent and Family Engagement Policy and this Compact;
- participate in or request training offered by the school, district, central and/or State Education Department to learn more about teaching and learning strategies whenever possible;
- take part in the school's Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Advisory Council, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

#### III. Student Responsibilities

- attend school regularly and arrive on time;
- complete my homework and submit all assignments on time;
- follow the school rules and be responsible for my actions;
- show respect for myself, other people and property;
- try to resolve disagreements or conflicts peacefully;
- always try my best to learn.

# APPENDIX 1: LANGUAGE ALLOCATION POLICY (LAP)

## LANGUAGE ALLOCATION POLICY OUTLINE

### Language Allocation Policy Outline

#### 2022-23 Grades K-12 Language Allocation Policy (LAP)

DIRECTIONS: This submission form supports schools with organizing a well-conceived school-based Language Allocation Policy (LAP) that describes high quality programs for Multilingual Learners/English Language learners (MLs/ELLs). This is an annual plan of how your school will support linguistic and academic needs of MLs/ELLs and must be completed yearly. The Language Allocation Policy (LAP) is a part of the schools' Comprehensive Education Plan (CEP).

This is a living document. Any school-wide changes involving the services of MLs/ELLs, such as the addition or expansion of a Transitional Bilingual Education (TBE) or Dual Language (DL) program, should be updated in this form.

Agenda, minutes of LAP meetings, and LAP team members' attendance at meetings should be kept readily available on file in the school with all other ML/ELL critical documents. When preparing your school's submission, provide extended responses in the available spaces. For additional information, refer to the **Policy and Reference Guide for MLs/ELLs** and **LAP InfoHub**.

---

## PART I: SCHOOL ML/ELL PROFILE

This section should reflect the school's demographics for the 2022-23 school year. If completing before the 2022-23 school year begins, questions should be based on the anticipated population served by the school.

For additional information, refer to **School ML/ELL Profile Professional Learning Module**.

---

### A. School Information

District:	District 2
Borough:	Manhattan
School Number:	M543

### B. Language Allocation Policy Team Composition

The following staff members should be on the LAP team: principal, assistant principal (where applicable), at least one bilingual teacher from each subject area (where there is a bilingual program), at least one ENL teacher, and one parent.



Member Title	Name
Principal	Scott Conti
Assistant Principal	Danilo Martinez
Special Education	Melissa Dorcemus
Coach	Alexa Lee
English as a New Language (ENL)/Bilingual Teacher	Darren Chase
Social Worker	Edwin Rodriguez
Teacher/Subject Area	Jennifer Llaneras
Assistant Principal	Jessica Magnotta
Parent	Tania Lugo
Parent Coordinator	Michael Casiano
Teacher/Subject Area	Mercedes Cooper

## C. Teacher Qualifications

Please review all certifications for all staff members at your school, and complete the number of certified staff for each category.

### 1. English to Speakers of Other Languages (ESOL) Certified Teacher

Number of ESOL certified teachers currently teaching ENL:	2
Number of teachers currently teaching a stand-alone ENL class who hold both a common branch license and ESOL certification [applicable to grades K-6]:	0
Number of certified ESOL teachers not currently teaching ENL:	0
Number of teachers who hold both content area/common branch and ESOL certification:	1
Number of ESOL certified teachers with a bilingual extension:	1

### 2. Certified Teachers with a Bilingual Extension

Number of certified teachers with a bilingual extension currently teaching in a bilingual program:	0
Number of certified teachers with a bilingual extension <u>not</u> currently teaching in a bilingual program:	2
Number of teachers certified to teach students with disabilities that also have a bilingual extension:	1

### 3. Foreign Language/World Language Certified Teachers

Number of certified foreign language/world language teachers providing Home Language Arts (HLA) to students in bilingual programs [applicable to grades 7–12]:	1
--	---

### D. Student Demographics

Total number of students at your school (excluding pre-K):	481
Total number of current ELLs at your school:	20
Total percentage (%) of current ELLs at your school:	4.1
Total number of former ELLs at your school:	83
Total percentage (%) of former ELLs at your school:	17.2

### PART II: BILINGUAL PROGRAMS

Provide the number of classrooms for each bilingual program, by grade, at your school *for the 2022-23 school year*. If submitting before the 2022-23 school year begins, this should be the anticipated number of classrooms based on anticipated enrollment.

Each language and program model--Transitional Bilingual Education (TBE) or Dual Language (DL)--is considered a separate program. In the second column, please indicate if the program is General Education (GE), Integrated Co-Teaching (ICT) special education, Special Class (SC), or Mixed-Group Class (MGC) special education. If a classroom bridges two grades, list as 0.5 classrooms for both grades.

For additional information, refer to **Bilingual Programs Professional Learning Module**.

■ **Bilingual Programs in Grades K to 12**

	Program Type	Language	School Yr Opened	k	1	2	3	4	5	6	7	8	9	10	11	12	Totals
TBE	NA	NA	NA	0	0	0	0	0	0	0	0	0	0	0	0	0	0
TBE	NA	NA	NA	0	0	0	0	0	0	0	0	0	0	0	0	0	0
TBE	NA	NA	NA	0	0	0	0	0	0	0	0	0	0	0	0	0	0
DL	NA	NA	NA	0	0	0	0	0	0	0	0	0	0	0	0	0	0
DL	NA	NA	NA	0	0	0	0	0	0	0	0	0	0	0	0	0	0
DL	NA	NA	NA	0	0	0	0	0	0	0	0	0	0	0	0	0	0
				total: 0	total: 0	total: 0	total: 0	total: 0	total: 0	total: 0	total: 0	total: 0	total: 0	total: 0	total: 0	total: 0	total: 0

Does your school have a bilingual program (Transitional Bilingual Education (TBE) or Dual Language (DL))?	No
---	----

### PART III: ML/ELL PROGRAMMING

Please refer to New York State **Commissioner’s Regulation (CR) Part 154 Units of Study Tables** as you describe academic programming for MLs/ELLs at your school below.

For additional information, refer to **ML/ELL Programming Professional Learning Module**.

<p>1. How is instruction for MLs/ELLs delivered in the following programs? Include how integrated and stand-alone ENL are implemented as per CR Part 154 as well as how students are grouped (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogenous [proficiency level is the same in one class]).</p> <p>Stand-alone English as New Language (ENL)</p>	<p>Emerging-level MLLs are scheduled into co-taught ELA classes that meet at the same time as advisory "Design for Life" sections so that the ENL teacher can offer ELA support in the form of "stand-alone ENL class." During the 2021-2022 school year we had two emerging students, one in 10th grade and one in 11th grade. We were able to offer a "freestanding ENL class" to both students during their "Design for Life" period. Thus, while we usually keep "freestanding ENL classes" as grade-specific as possible, the 10th grader and 11th grader were placed in a mixed-grade ENL class . In this instance, both students had the same L1, and were comfortable with grammar translation, so the language targets included Spanish translation and interpretation. During the 2022-2023 both students scored at Transitional level, so our Stand-alone class became an Integrated ENL class.</p>
<p>Integrated English as New Language (ENL)</p>	<p>To provide intensive language acquisition intervention, the 9th grade student are grouped into an MLL Cohort, which is combined with a smaller mainstream ELA class, allowing for implementation of the "integrated model." This class meets for twice as many periods as a mainstream ELA class in order to accommodate MLL scheduling mandates and one Response-to-intervention period. This arrangement allows for maximum units of instruction (540 minutes for Entering-level students and 360 minutes for Emerging-level students) to be delivered in "stand alone" pull-out groups as well as a n "integrated ENL" class environment for Transitioning and Expanding students. Because this class meets twice daily, four times a week, (allowing for small group pull-out rotations and extra ELA support), students receive four English credits instead of two for this class. This creates flexibility in MLL students' overall credit accumulation progress, facilitating flexible scheduling throughout their high school career based on their progress and re-leveling. 9th graders also attend an additional Design for Life class, which supports goal-setting, college and career planning and academic coaching. In the event that a student is an Entering Level newcomer, the Design for Life class provides an opportunity to schedule extra intervention hours. If there are several newcomers as in previous years, a new section is opened during this class and students attend a Freestanding ENL class instead of Design for Life in addition to their "integrated model" ENL/ELA class. 9th, 10th, 11th and 12th-grade Commanding Level Former-MLLs are also scheduled into parallel-schedule Design for Life classes so they can receive their mandated 90 minutes of language support. Sometimes these groupings are multi-grade because of scheduling restrictions. This arrangement allows the ENL staff to support Commanding level students and former-MLLs across the curricula without pulling them from their content classes. This also ensures that the ENL and Reading Intervention staff have consistent access to students during the same blocks each week. During the 2022-2023 year, small-group instruction for former MLLs takes the form of art and music projects supervised by the ENL teacher. 10th-graders are scheduled into co-taught ELA classes that meet at the same time as Design for Life sections so that the MLL teacher can offer ELA support in the form of "integrated ELA class" via heterogeneous groupings of non-MLLs and MLLs. However, during the 2021-2022 school year we were able to offer a "freestanding ENL class" to our one Emerging 11th grader These students attend a co-taught ELA class and three, 55-minute blocks of MLL support during Design for Life class with the ENL staff. 11th-graders are heterogeneously grouped into a co-taught ELA class and supported with pull-out/push-in in that class as well as their Design for Life class, allowing for the full 180 minutes of Expanding level support. 12th-grade Commanding-level students will be supported with 90 minutes of ENL language support, some of them through Alternate Pathways. Students who have exited from MLL status are scheduled for 90 minutes of small-group, individualized or project-based learning for two years after scoring at Commanding level. This is accommodated in their schedules by flexible scheduling of Academic Coaching periods, Independent Study blocks or during Friday and Monday Design for Life Council Circles. If students are enrolled in Advanced Placement classes, these small groupings also serve as Alternative Pathways to support. This group will receive extra support with college admissions and coaching specifically. Because MLLs did not take the NYSESLAT during 2019, and just a few were present for the 2021 testing window, we have two seniors who are at the Transitioning level. Because of scheduling constraints due to the remote learning schedule, these students will receive their "Flexible" minutes in a mixed-grade free-standing ENL class. Our one, emerging 12th grader was placed in a mixed-grade "freestanding" ENL class with two seniors because of remote learning scheduling constraints.</p>

Bilingual Education (If applicable) <ul style="list-style-type: none"> <li>▪ Transitional Bilingual Education (TBE) program</li> <li>▪ Dual Language (DL) program</li> </ul>	NA
--	----

2. How does the school ensure the mandated number of instructional minutes is provided according to students' English language proficiency levels in each program model? How are ENL, English Language Arts (ELA) and if applicable, Home Language Arts (HLA) instructional minutes delivered in each program model?	Using both integrated ELA/ENL co-taught classes, stand-alone ENL classes, Design for Life class and pull-out/push in support, all students are afforded their instructional minutes and many receive more support through small group intervention with the literacy coach, reading intervention teacher and student teachers. Entering students (we have none this year) receive 540 minutes of instruction, broken down into one unit of stand-alone ENL, one unit of Integrated ENL and one unit of stand-alone or Integrated instruction. Emerging students receive their 90 minutes of stand-alone ENL support through carefully scheduled pull-out from Design for Life class and their remaining 270 minutes of instruction through Integrated, co-taught ELA class with a pull-out rotation once a week. Transitioning students receive 180 minutes of instruction through co-taught Integrated ENL class, with the possibility of pull-out rotation depending on skill level. Expanding students receive their one unit of study in ENL/ELA class with pull-out from Design for Life class if intervention is needed. Commanding students receive their 90 minutes of instruction during Design for Life and coaching periods, where they can work on content from ELA or other areas. In the event that we switch to only Remote Learning again, students will remain in their bubbles for coaching, but change schedules in order to allow for maximum language support in the least restrictive environment.
--	--

3. For schools with Dual Language programs:  Which Dual Language model is implemented (e.g. side-by-side, self-contained)? Explain how much of the instructional day (percentage) English proficient students and ELLs are integrated	NA
In which language(s) is each core content area taught?	NA
How is instruction designed to include both languages?	NA
Is emergent literacy taught in the child's home language first (sequential), or are both languages taught at the same time (simultaneous)?	NA

4. For schools with Transitional Bilingual Education programs:  Which core content areas are taught bilingually?	NA
How is the students' home language integrated into instruction?	NA

## PART IV: ASSESSMENT ANALYSIS

After reviewing and analyzing school demographic and assessment data, answer the following questions. The ELL Data Analysis Tool (EDAT) provided by the Division of Multilingual Learners can assist with identifying these data points.

For additional information, refer to **Data Analysis Professional Learning Module** and **ELL Data Analysis Tool (EDAT) Professional Learning Module**.

<p>1. What is the composition of the ELL subgroups at your school?</p> <p>What percentage of ELLs are Newcomers? What percentage of Newcomers are Students with Inconsistent/Interrupted Formal Education (SIFE)? How do effective services for Newcomers differ from those provided to Developing or Long-Term ELLs?</p>	<p>There are two students in the "Newcomer" category this year. Neither of these students is a SIFE student. If we receive SIFE students, they are usually scheduled into a small group rotation (stand-alone model) where they can complete a literacy enrichment system such as Just Words, MySciLearn (a computer program) or Wilson Reading Program. Newcomers are assigned a faculty point person and mentor as academic coach. They are put in the MLL cohort in their grade and given extra time in a separate "freestanding ENL" section. Additionally, SIFE students receive extra minutes through pull-out from "Design for Life" class. Developing students are scheduled heterogeneously into all classes but first priority is given to their schedules so that optimal co-teacher and ENL support is available. For instance, science classes with MLLs and special education students are arranged first to coordinate service providers and allow for mirrored content when available. Long-term MLLs receive both ENL intervention and reading support with the literacy coach. They have "Personal Education Plans," (separate from their IEPs, if applicable), which reflect differentiated instruction and are shared with all their teachers.</p>
<p>What percentage of ELLs are Long-Term ELLs? How do effective services for Long-Term ELLs differ from those designed for Developing ELLs?</p>	<p>70% of our ELLs schoolwide are Long-Term ELLs. Of those 14 students, 8 (or 57%) have IEPs. MLL-SWDs are taught with attention to multiple intelligences and processing ability. If there is an overlap of language and processing issues, individual educational plans are used to differentiate instruction, at times employing station work, extension activities, visual learning, and different modes of response to support and challenge a student's preferred modality of response. Testing modifications and learning modifications (use of computer or voice recognition to record etc.) are observed. For our nine Long-Term ELLs without an IEPs, a Response to Intervention approach is used. Just Words, an ENL-approved program created by Wilson Reading, is used for Long-Term English-dominant ELLs. Readings for both SWD-MLLs and Long-Term ELLs without an IEP are assigned via lexile band and book clubs include native language literature.</p>
<p>What percentage of students are former ELLs? How is your school providing services to former ELLs?</p>	<p>1.0% of our ELL population are Former-ELLs. Commanding students who tested out of services two years ago are supported during their advisory-style "Design for Life" class which offers an opportunity for review, test prep and college admissions counseling without taking students from their mainstream classes. We offer support during "Design for Life" ELA classwork outside of the content class as well as social studies and science. This helps supports former-ELLs in their content classes and satisfies the 90 minute requirement for our many Emerging 10th grade MLLs. In 11th grade, students are heterogeneously grouped and support is provided through pull-out or individualized project-based learning through iLearn. Our academic coaching program makes sure that Commanding MLLs have a consistent academic mentor and faculty contact throughout all four years of their studies. Our "Office Hours" model has been very successful. Every teacher has two after-school days available from 2:30-3:30 for small group study and one-on-one review. Students are invited to Office Hours with "Blue Slips" that describe the need for extra support or intervention. Extra credit is given in some classes for attendance. We have partnered with Urban Arts and have successfully placed several MLLs in after school programs that enrich their English through group activities. Right now, opportunities for Chinese and Spanish bilingual programs exist with Urban Arts and we are applying for grants to expand the program offerings to support other languages. Additionally, students may attend Saturday school offerings before SAT exams and Regents examinations. These extra prep classes are taught by NDHS co-teaching staff so their teachers are familiar with ENL methodologies and strategies. This year we have six former-MLLs in 12th grade History, Science and ELA AP classes, and four current MLLs in math and science AP classes. It is clear that we need to better encourage and support our current-MLLs in electing to take language-heavy history and ELA classes in addition to science and math classes, for which many already possess skills from their previous education.</p>
<p>2. When you look at the results of the New York State English as a Second Language Achievement Test (NYSESLAT), what stands out? What trends are there for each modality?</p>	<p>Combining RNMR and RLAT reports, and looking at the date of NYSITELL administration, the data show that many Long-Term ELLs struggle in writing. Likewise, students who immigrated after seventh grade struggled in the modalities of writing and reading. Specifically, students have improved more consistently over time in reading and speaking, but at different rates in listening and speaking. Overall, students have tended to remain in the Expanding category the longest, while exiting Transitional and Emerging quickly, the exceptions to this being Long-Term ELLs. In general, Long-Term ELLs progress more slowly and remain at Expanding level longer.</p>
<p>3. What is the relationship between students' performance on the NYSESLAT and other state assessments such as the ELA assessment, the Math assessment, and the Regents exams?</p>	<p>There is a direct correlation between NYSESLAT writing scores and ELA Regents pass rates for all Long-Term ELLs, however, many ELLs end up passing the ELA Regents and exiting out of ENL services that way. In the few cases where they were tested for both the Regents and NYSESLAT writing portion, many did not advance on the NYSESLAT, but did well (over 70) on the ELA Regents Exam. The math assessments tend to follow the reading modality scores pretty closely, as so much reading is required for the Algebra test. When students score higher on the reading portion of the NYSESLAT, they tend to score higher on the Math Regents Exam. 22% of ELLs exited the program through a passing score on the ELA Regents Exam.</p>

<p>4. What trends do you notice about the at-risk levels of ELLs at your school? How does attendance of ELLs influence their achievement?</p>	<p>Attendance has declined with each year in both ELLs and Former-ELLs, with ELLs declining at a faster rate. There are roughly the same number of ELLs in need improvement over two years. Students noted at-risk level tend to have entered the country or the state after sixth grade. There are more ELLs in the high at-risk category than there are low (below 5) category. Looking at attendance, there is a strong correlation between consistent attendance and high credit accumulation, pass rates, and lower at-risk level.</p>
<p>5. What are the home languages of ELLs with the largest representation at your school? What staff, structures, and processes does the school have to support communication and learning that values these home languages?</p>	<p>Our school 's ENL program is supported by the Native Language resources of our librarian JoanAnne Chovnik, who works with students in reading conferences to find appropriately-leveled native language readings. If no resources exist, as was the case for a new Japanese student, JoanAnne purchased appropriate materials, such as our new set of 9th grade novels in Japanese translation: Of Mice and Men, The Absolutely True Diary of Part Time Indian and others. The librarian obtains translated versions of all standard novels through the OWL or CATS databases and suppliers like China Sprout. Google Docs is our school-wide system and teacher dashboard is used in conjunction with student work on Google Docs, allowing for easy translation into Spanish, Chinese, French, Russian, Vietnamese, Korean and Japanese. Any documents or literature not available in translation are sent to the Translation and Interpretation Unit. Translation and Interpretation funds are used for low-incidence languages. Vocabulary blogs give students an option to capture simple definitions through Simple Wikipedia automatically, record them online and share them with classmates. Urban Arts provides support for video and music projects which support L1 reinforcement for Spanish-speaking MLLs.</p>
<p>6. What are the racial and ethnic classifications of ELLs at your school? How are ELLs being included in planning and delivery of <b>Culturally Responsive and Sustaining Education (CR-SE)</b>?</p>	<p>The majority of MLLs at our school are of Afro-Caribbean origin. Much care is taken by staff to choose culturally-relevant texts by authors from the diaspora, both at home and abroad. Customs and cultural practices are respected by staff and students lead in establishing community norms whenever possible. We have an increasing number of South Asian students and Spanish-speaking students from North and Central America. Students and support staff are sensitive to differing modes of education learned in other cultures as well as differing identifications with other students of color. Through Facetime daily meetings, the school has focused on celebrating the achievements and customs of different cultures. Noting that Black History and Asian American Heritage Month contain a myriad of distinct cultures, students have been involved with creating presentations at every step. Every year the faculty selects a book that develops our culturally responsive teaching methodologies. This year it was Culturally Responsive Teaching and The Brain: Promoting Authentic Engagement and Rigor Among Culturally and Linguistically Diverse Students.</p>
<p>7. What are trends reflected in the NYSESLAT results of ELL subgroups such as ELLs with IEPs and SIFE? What do you think is impacting the results for these subgroups?</p>	<p>Long-Term ELLs with IEPs tend to progress more slowly, especially in the areas of reading and writing. Perhaps having multi-grade groupings of intervention students is affecting these results, because in a multi-grade class there is less time to focus on specific modalities at one time.</p>

## PART V: ML/ELL INSTRUCTION

### Strengthen Core Instruction

For additional information, refer to **ML/ELL Instruction Professional Learning Module**.

<p>1. How does the school's leadership team consider MLs/ELLs in the school's instructional design?</p>	<p>Alexa Lee, our Instructional Coach, leads professional development for MLL staff at the school and recommends workshops for teachers, both MLL certified and content subject certified. All teachers receive the full 15% of their CR Part 80 mandated professional development through our weekly after-school workshops which take place Tuesdays, Wednesdays or Thursdays from 3:20-4:20. Every teacher rotates through a quarter-long MLL seminar each year as well as the payroll secretary, paraprofessionals and assistant principals. Last year we began to tackle the SNACK standards in an "MLL and the Common Core " workshop before remote instruction began. Additionally, every department has one non-teaching day a month, on a Monday or Friday, during which faculty members meet to align curriculum. The MLL staff meets with the English department to align Native Language skills and Common Core Standards as well as SINLA strategies to support the needs of SIFE students. The science department has been very involved with turning to new technologies for MLLs they learned at the UFT STEM conference such as google doc translate, google speak and rewordify. All Living Environment content and Earth Science classes are now translated into Spanish and Chinese. (Powerpoints and home work have gradually been translated for our high-incidence languages over the years.) MLL students who struggle with Earth Science and Chemistry are enrolled in iLearn as a supplemental resource. The ENL Coordinator, Darren Chase attends professional development. He recently attended Contemplating Inequality workshop as well as Dr. Kinsella Academic Toolkit PD, the Literacy Institute sponsored by the MLL Think Tank at NYU and the Wilson Steps 5-10 Training through New Visions during the summer. During the 2022-2023 school-year, Darren is focused on Mastery-Based Learning and Assessment for the MLL population. He is attending professional development seminars dealing with mastery-learning and language acquisition.</p>
---	---

<p>2. Describe how core content is delivered in each program model. Specify language, and the instructional approaches and methods to foster language development and meet the demands of the Next Generation Learning Standards.</p>	<p>Using both integrated ELA/ENL co-taught instructional core classes, stand-alone ENL classes, Design for Life class and pull-out/integrated core content support, all students are afforded their instructional minutes and many receive more support through small group intervention with the literacy coach, reading intervention teacher and student teachers. Entering students receive 540 minutes of instruction, broken down into one unit of stand-alone ENL, one unit of Integrated ENL and one unit of stand-alone or Integrated instruction. Emerging students receive their 90 minutes of stand-alone ENL support through carefully scheduled pull-out from "Design for Life" class and their remaining 270 minutes of instruction through Integrated, co-taught ELA class once a week. Transitioning students receive 180 minutes of instruction through co-taught Integrated ENL class, with the possibility of pull-out rotation depending on skill level. Expanding students receive their one unit of study in ENL/ELA class with pull-out from Design for Life class if intervention is needed. Commanding students receive their 90 minutes of instruction during Design for Life and coaching periods, where they can work on content from ELA or other areas. In the event that we switch to only Remote Learning again, students will remain in their bubbles for coaching, but change schedules in order to allow for maximum language support in the least restrictive environment. The curriculum for 9th grade MLL class is the same as mainstream class, however, the novels are offered in translated versions or simplified texts. Where translations are not available, graphic novel versions or low-level summaries are provided, often through google translate. Students complete all the same Milestones as their mainstream peers, however, their mode of response differs. For instance, for beginning MLLs, event summary and character analysis is substituted for analytical paragraphs. Intermediate MLLs write analytical paragraphs with the support of quote banks, graphic organizers, books on tape, film clips and sentence starters. Advanced MLLs use targeted academic vocabulary, extra revision guides, online translations and peer editing. All internal Milestones are now Common Core aligned. We use the Chinese Reading Test and Spanish Lab as interim assessments. The Spanish for Native Speakers program supports Spanish speakers developmentally in their L1 skills. At this point, assessments have been conducted over Facetime, but many questions remain about how to effectively administer language tests that result in leveling or exiting the ENL program. Based on the MLLO report, this year there were no entering MLLs who needed to be NYSITELL tested. In the event that a new student comes with a home language other than English, we will convene our Language Access Committee and review the data we have, along with administering the NYSITELL in person, if necessary.</p>
<p>3. What instructional strategies and grade-level materials, including technology, do teachers of MLs/ELLs use to provide access to academic content areas and accelerate English language development? Include core content area as well as language materials and list ELL subgroups including ELLs with IEPs.</p>	<p>Students with IEPs once again have access to the Literacy Intervention Program after a year of hiatus during the Pandemic. We have already seen great improvement in our 9th grade MLLs. This program uses a Response to Intervention framework to target phonemic awareness, context clues and word parts and is based on social studies and science content. The students selected do not miss class time because intervention takes place during academic coaching periods in small groups or individually. MLLs receive leveled support in content areas through NEWSOLA, which has Spanish versions of articles and can be adjusted for reading level. Off2class.com continues to be our primary software program devoted to discrete language targets. ILearn programs supplement science classes and will be supervised by our new ENL-certified librarian, both for long-term ELLs and Commanding-level former-ELLs. This leaves more time in the schedule for the other ENL teacher to deliver integrated instruction in ELA, science, history and math classes. 9th grade MLLs will receive an extra unit of ENL and literacy intervention, if needed, as the 9th grade ELA classes will once again have an extra period three times a week. Special attention was given to including ELLs of all levels into AP classes this year and the results have been encouraging. Four 11th graders received college credit on AP exams this Spring. The ENL staff (Darren and Mina) will expand this next year so that MLLs attending AP classes for the first time will have extra support in the library, especially at the beginning of the year.</p>

<p>4. How does your school use curricular, instructional, and scheduling flexibility to enable ELLs with IEPs to achieve their IEP goals and attain English language proficiency within the least restrictive environment?</p>	<p>Our self-contained students attend both 12-1 classes and integrated advisory class, Design for Life, art and gym. Design For Life and Skills Section classes are flexibly grouped and scheduled. Changes are made throughout the year to best accommodate students and reflect declassification when appropriate. Students with Integrated Co-teaching mandated in their IEPs are placed in the least restrictive environment with maximum support. If they have SETSS support mandated, they receive both MLL support and SETTS support. Changes to IEPs are made during the IEP meeting and triennial meetings, always with the aim of placing students in the least restrictive setting.</p>
--	--

## **Know Every Student Well**

<p><b>SCREENERS</b></p> <p>1. What screening assessments (e.g. Lexia RAPID, GRADE, PAR, Acadience, or STAR Reading) are being used to guide instructional planning for your ELLs and how do you use data to address interventions?</p>	<p>We use the Chinese Reading Test and Spanish Lab as interim assessments. The MLS (Multilingual SIFE Screener) Test has been used to delve more deeply into the modality literacy of SIFE students with home languages other than English. The Spanish for Native Speakers program supports Spanish speakers developmentally in their L1 skills.</p>
<p>2. For all grades, describe your targeted intervention programs for ELLs in ELA, math, and other core content areas (specify ELL subgroups targeted). List the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.</p>	<p>We have a n "MLL cohort" class for 9th grade, in which all incoming MLLs are placed along with English-dominant peers. This class meets for double blocks (540 minutes), allowing for extra ELA and ENL time which is used for small group intervention, integrating MLLs with higher and lower performing peers in both the large class setting and small group rotations. The methodology is based on Response to Intervention. The class is co-taught by an ENL teacher and an ELA teacher, with a regular schedule of small group rotation. In 10th grade, we offer support in ELA class through Integrated Co-teaching models (with sheltered instruction SIOP methodologies). In 10th grade we also pulled-out from Design for Life class to provide extra support on ELA classwork outside of the content class as well as social studies and science. This helps us support former-ELLs in their content classes without removing them from class and satisfies the 90 minute requirement for our many Emerging 10th grade MLLs. In 11th grade, students are heterogeneously grouped and support is provided through co-teaching and pull-out. Seniors receive support in co-taught ELA class as well as intervention during Design for Life class. Commanding students who tested out of services two years ago are supported during their Design for Life class which offers an opportunity for review, test prep and college admissions counseling without taking students from their mainstream classes. Our academic coaching program makes sure that Commanding MLLs have a consistent academic mentor and faculty contact throughout all four years of their studies. This year we are paying special attention to the Native Language Arts Curriculum in our English Department meetings, working out ways to implement support for students via the Common Core standards and Native Language skill development. EDAT data shows that students who entered the country before their sixth grade year do much better with grade-level requirements because they have a stronger basis in the target language. Students who immigrated after seventh grade therefore are given opportunities for smaller sections and review sections to supplement basic language skills and social studies skills. Last year we opened up an Integrated Global Studies review section including MLL students in 11th and 12th grade. Our Spanish for Native Speakers program successfully supports Spanish speakers in their L1 as the teacher is trained in RTI.</p>



<p>a. For grades K-5: how does your school use data to guide instruction for ELLs within the Response to Intervention (Rti) framework? Refer to Policy and Reference Guide for MLs/ELLs, Support Services for MLs/ELLs (Rti and AIS) section and Rti Guide for Teachers of ELLs.</p>	<p>NA</p>
<p><b>FORMATIVE</b></p> <p>1. What formative assessments (e.g. NYC performance Tasks, ELL Periodic Assessment, HLA Assessment, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments, etc.) are used to inform and drive instruction?</p>	<p>ELL Periodic Assessment, HLA Assessment, Fountas and Pinnell and the MLER SIFE assessments are used.</p>
<p>2. How do you ensure that MLs/ELLs are appropriately evaluated in their home languages throughout the year?</p>	<p>We use the Chinese Reading Test and Spanish Lab as interim assessments. The Spanish for Native Speakers program supports Spanish speakers developmentally in their L1 skills. The Spanish language teacher assesses Spanish speaking students' lexile levels and coordinates with the librarian to select readings and videos that are at grade level.</p>

<p><b>SUMMATIVE</b></p> <p>1. What summative assessments (e.g. NYSESLAT, ELA, Math, Regents, etc.) are used to evaluate the effectiveness of your ML/ELL programs and how does it inform instructional design and curricular decisions? (Refer to the ELL Data Analysis Tool).</p>	<p>The EDAT tool reveals that NYSESLAT scores have remained stagnant for a majority of our students over the past two years. Our ELL population is mostly Long-Term ELLs, then Developing, then Newcomers, but test results tend to change more rapidly for the Newcomers and Developing ELLs and not the Long-term ELLs. This means that more interventions need be planned for Long-Term students who may not exhibit the obvious needs of other ELLs.</p>
<p>2. What is your NYSESLAT administration plan? Include the titles of the staff that will administer and score the assessment. Please describe how all ELLs, and former ELLs continue to receive mandated services during the testing period.</p>	<p>The NYSESLAT is administered by the ENL teacher and Spanish teacher and scoring is coordinated with LOMA, the school below us, to avoid conflicts. During the testing window, the ENL coordinator is pulled from co-taught classes, but remains in pull-out and small-group stand alone groupings. We are actively looking for another ENL teacher to supplement services.</p>

## **Shared and Inclusive Curriculum**

<p><b>Instructional Leadership Framework Priority 3: Shared and Inclusive Curriculum</b></p> <p>How do you ensure all ML/ELL subgroups have access to and engage with grade level content?</p> <p>a. ELLs with IEPs</p>	<p>ELLs with IEPs are scheduled into heterogeneous, Integrated Co-teacher environments and, when a student requires self-contained classes, the resource room teacher adheres to Common Core learning standards. Using "Design for Life" advisory periods and additional ELA blocks in 9th grade allows students to continue their grade-level content classes with support outside those periods.</p>
<p>b. SIFE</p>	<p>SIFE students are enrolled in grade-level content classes, and receive targeted support outside of class whenever possible. Previously, we have opened a new section of Global History with a smaller, heterogeneous grouping of 10th graders to address needs for intervention. SIFE students receive the support time as Emerging ELLs and can receive more instructional time and targeted resources such as iLearn when needed. With two certified ENL teachers on staff, a section can be opened if SIFE students attend.</p>
<p>c. Newcomer</p>	<p>During the past three years, Newcomers have made significant growth in their literacy skills more dramatically than any other subcategory of ELLs. Of our two newcomers in 2021, both scored Transitioning on the 2022 NYSESLAT. Four Developing ELLs tested out of services on the NYSITELL Interim Assessment (administered in place of the 2021 NYSESLAT). Comparing EDAT reports from 2021 and 2022, the data show that while there are no Entering students this year, the four students in the subcategory of "Newcomers" entered high school at at least the Transitioning level . During the 2021-2022 school year, these students received integrated core content support. During the 2021-2022 school year our two students who scored lower than Expanding level on interim assessments were included in a separate class that met while mainstream students had elective "elective" classes. This is not the most favorable configuration but because of remote learning scheduling restrictions, it was the least restrictive and most supportive environment. Whenever needed, a new ENL section can be opened. This year, the two students who required the most support (Transitioning students) both spoke the same L1, so the separate class focused on bilingual learning strategies.</p>
<p>d. Developing</p>	<p>Students who are Developing progressed at a slower pace than Newcomers. Therefore, an extra section of Global History was opened to support language-specific learning through the core curriculum. Developing students attend co-taught classes wherever possible, and receive added support during "Design for Life" class. They are encouraged to develop their L1 simultaneously through reading in both or many languages.</p>
<p>e. Long Term</p>	<p>Long-Term ELLs received targeted support this year because they were the group most at risk for attendance, course credit accumulation and pass rates. Long-Term ELLs in danger of failing classes or completing NX work for failed classes met three times a week during elective classes for in-depth intervention and study time. Attendance was high for this period, as many were seniors in danger of not matriculating. So far, all will graduate on time.</p>
<p>f. Former ELLs up to two years after exiting ELL status</p>	<p>The coaching program allows for 90 minutes of support a week through small-group in person morning sessions. During these periods, an academic coach supports Former-ELLs in their content classes and/or college planning and individual learning projects. We have many Former-ELLs taking AP classes this year, so these groupings are crucial to supporting them in advanced curricula. These supports will include and are not limited to one to one academic support, reading and writing skill development and social emotional support.</p>
<p>2. How is home language support assessed and delivered in each program model (DL, TBE, and ENL)?</p>	<p>During ENL class, most texts are provided in translation and students who share the same home language but are at different levels are grouped together to facilitate negotiation of meaning. Lower-level students are encouraged to use the productive modalities in their target language, while using the receptive modalities in their L1. Direct grammar translation is used in linguistically-homogenous groupings.</p>

<p>3. (For grades 6-12 only) What language electives are offered to MLs/ELLs? How is your school preparing MLs/ELLs to obtain the New York State Seal of Biliteracy?</p>	<p>MLLs are required to take Spanish. During the 2022-2023 school year we have added French as an elective through a new "Badges" program currently in process. Because they require ESL classes in their schedules, they take foreign languages later in their school careers, in eleventh or twelfth grade. Some students who need extra support during school hours in English do take Spanish courses through iLearn so that they can receive more support in their English, but we do try to make sure all MLL students have the opportunity to transfer their multi-lingual capabilities to novel languages. Some receive credit for their native language studies in the home country, or their bilingual classes in middle-school due to new 4+1 LOTE Regents regulations. During the 2022-2023 year, we will encourage two students who are in both ENL classes and Native Spanish Speakers classes to prepare for the NYS Seal of Biliteracy.</p>
--	---

## 21st Century Adult Learning

<p>1. Describe how your overall, annual professional learning plan ensures that all staff – including administrators, teachers and - non-pedagogical staff – incorporates learning specifically related to the academic and social emotional needs of MLs/ELLs.</p>	<p>The MLL staff meets with the English department to align Native Language skills and Common Core Standards as well as SINLA strategies to support the needs of SIFE students. The science department has been very involved with turning to new technologies for MLLs they learned at the UFT STEM conference such as google doc translate, google speak and rewordify. All Living Environment content and Earth Science classes are now translated into Spanish and Chinese. (Powerpoints and homeworks have gradually been translated for our high-incidence languages over the years.) MLL students who struggle with Earth Science and Chemistry are enrolled in iLearn as a supplemental resource. The ENL Coordinator, Darren Chase attends professional development. He recently attended Contemplating Inequality workshop as well as Dr. Kinsella Academic Toolkit PD, the Literacy Institute sponsored by the MLL Think Tank at NYU and the Wheels on Steps 5-10 Training through New Visions during the summer. During the 2021-2022 school-year, Darren was focused on being trained as a Narrative 4 Story Exchange facilitator. Teachers meet once a week in "learning pods." Every teacher must spend time in a n MLL strategies pod. We are implementing the SNACK standards in a n "MLL and the Common Core" workshop via the resources provided by the BMLL in regards to Native Language skills and Common Core standards. Each internal professional development pod lasts for one quarter, so it is well over the 15% total hours for all teachers. Agendas and attendance are stored on a google drive. The ENL teachers spend their monthly professional development day (a non-teaching gym day) in literacy enrichment and meeting in grade-level teams and content area teams. Attendance in MLL "learning pods" and outside PD is recorded in google docs. Each internal professional development pod lasts for one quarter, so it is well over the 15% total hours for all teachers. Agendas and attendance are stored on a google drive. The ENL teachers spend their monthly professional development day (a non-teaching gym day) in literacy enrichment and meeting in grade-level teams and content area teams. Teachers convene topic specific book clubs as a part of their professional development. This year we read Cultivating Genius, We Want to do More than Survive in our Abolitionist Teacher Book Club Pod.</p>
<p>2. Describe your school's professional development plan in order to meet the mandated Continuing Teacher and Leader Education (CTLE) ELL specific hours for certification renewal as per CR Part 154 (15% of total hours for all certified faculty and 50% of total hours for bilingual education/ENL teachers receive ELL-specific professional development).</p>	<p>Alexa Lee, our Instructional Coach, leads professional development for MLL staff at the school and recommends workshops for teachers, both MLL certified and content subject certified. Math and science teachers attended the STEM/CELL conference and will attend Stephen Krashen's Language Acquisition Workshop. All teachers receive the full 15% of their CR Part 80 mandated professional development through our weekly after-school workshops which take place Tuesdays, Wednesdays and Thursdays from 3:20-4:20. Every teacher rotates through a quarter-long MLL seminar as well as the payroll secretary, paraprofessionals and assistant principals. This year we are beginning to tackle the SNACK standards in an "MLL and the Common Core " workshop. Additionally, every department has one non-teaching day a month, on a Monday or Friday, during which faculty members meet to align curriculum.</p>

## Strong Family-Community Ties

<p>1. Describe ML/ELL family empowerment in your school beyond mandated meetings and orientations. Include specific activities that foster empowerment for families of MLs/ELLs.</p>	<p>During the 2022-2023 Danilo Martinez, the assistant principal is meeting with parents during Family Networking Meetings (PTA) and leads focus groups to get parental recommendations about school improvement and works with parents to implement their feedback on school matters. Deborah Shatah and Joytrese George have headed up a new PTA focus group that meets once a month and sends bilingual parent newsletters out every month. Ninth-grade orientation occurs in June, over the summer and the week immediately before the start of school. Coaching conferences supplement parent interaction beyond the normal Parent Teacher Conference dates and PTA meetings, giving parents more scheduling flexibility. Student-led Conferences provide an opportunity for further parent outreach and involvement. Every teacher must communicate by phone to students on the priority attendance and academic list. An intervention email system is developed that distributes names and numbers to teachers in order to help the outreach efforts be more accessible. The individual content teachers use Skedula's and Kinolved's Translator to send progress reports with comments. All report cards and progress reports are translated from the STARS system and teachers of MLLs are supported in learning how to translate their comments using online programs before pasting them into the reports.</p>
<p>2. How does the school provide annual individual meetings with families of ELLs to discuss goals of the program, language development progress, language proficiency assessment results, and language development needs in all content areas? Include provisions for interpretation and translation as needed. Note: these meetings do not include mandated parent orientation meetings and DOE-scheduled parent-teacher conferences.</p>	<p>Outside of normal Parent Teacher Conferences and our three Orientation Days, and our quarterly Coaching Program Student-Led Conferences, we provide one additional meeting with students and their families during the first quarter. During this meeting, the MLL teacher initiates a discussion of the student's progress and challenges and reviews the student's MLL services. The student's digital portfolio is discussed and digital copies of Milestone assessments in each core subject are reviewed. Additionally, progress to graduation and credits earned as well as Regents progress and NYSESLAT improvement are discussed in the parents' preferred language. Parents receive information about helping their students with translated novels, vocabulary blogs and how to log into online at-home support like MySciLearn, memrisee.com and Off2Class.com. MLLs' parents are contacted early so that Home Language Surveys, Parent Program Choice, and other matters can be organized early in the year, as per CR 154 regulations.</p>

## **Additional Information**

<p>Include any additional information that is relevant to your LAP and would further explain and highlight your program for MLs/ELLs. This form does not allow graphics and charts to be pasted.</p>	<p>Because of an increase in our student population, (and thus our percentage of MLLs), we are hiring an additional ENL teacher next year.</p>
--	--

## **PART VI: ELL IDENTIFICATION ATTESTATION**

### **Identification Plan**

For additional information, refer to **ELL Identification Attestation Professional Learning Module**.

<p>1. Describe activities in your school for newly enrolled, current ELLs. Include titles of school staff involved in such activities (e.g. school counselor, parent coordinator).</p>	<p>New MLLs attend orientation in the spring the year before entry and then again the week before school. Michael Cassiano, Director of Student Success, Danilo Martinez, Assistant Principal and Darren Chase, ENL Teacher all participate. During the 2022-2023 school year orientation and parent choice meetings were conducted through Google Meets, over the phone via the Translation service and in person. Newly enrolled MLLs have access to manga versions of class novels, online summaries and native language translations. They are carefully scheduled into advisory period (renamed "Facetime" during the 2022-2023 school year) so they have a supportive atmosphere which lowers their affective filters, better enabling language acquisition. The same is true for Council Circles, where students participate in Restorative Justice practices and Narrative 4 Story Exchanges. Coaching is available in their native language or via stipulations on their IEPs. Spanish is available on-site and Chinese counseling has been arranged in the past. If a student enters after the beginning of the year, an in-person meeting is scheduled with caregivers, regardless of whether they have visited the Office of Student Enrollment. We use the Chinese Reading Test and Spanish Lab as interim assessments. The Spanish for Native Speakers program supports Spanish speakers developmentally in their L1 skills. Based on the EDAT report, this year there were no entering MLLs who needed to be NYSITELL tested, but in the event that a new student comes with a home language other than English, we will convene our Language Access Committee and review the data we have, along with the sections of the NYSITELL or the baseline assessments of our English Department.</p>
<p>2. What are the titles of the members of your identification team? Describe the structures and process in place for intake and identification of ELLs year-round. Identify the individuals responsible including their qualifications.</p>	<p>Danilo Martinez, Assistant Principal (in charge of bilingual orientation and parent communications). Edwin Rodriguez (in charge of acclimating new students to the unique school culture through small group circles), Whitney Dipollina (in charge of Spanish language testing), Charles Liu, (Chinese parent coordination), Darren Chase (LAB and Interim assessments), Melissa Dorcemus, Special Education Coordinator, (in charge IEP accommodations). When a student is admitted to the school's roster from another school within the DOE system, the students' cumulative file and ATS data is assessed, along with NYSESLAT and NYSITELL scores if applicable. If a student enters the school system from outside the state or a private or parochial school, the Home Language Survey is administered immediately. If the student's home language is other than English, an assessment of the data is made by the Language Access Committee, who may require further testing, including the NYSITELL. The following steps are administered by Darren Chase: ELL students will be given the NYSITELL tests initially (if they are newcomers) and the NYSESLAT at the end of the year as well as interim assessments. The math department administers a Math Qualifying Exam and the support department administers the SRI, the Scholastic Reading Inventory. They are then retested twice during the year with Scholastic Aptitude Test software to monitor progress in reading. Additionally, each department administers a quarterly Milestone Exam, our school 's unique, assessment alternative that provides vital data on content knowledge and academic skills and charts improvement over time via Common Core Standards. Students cannot progress until explicit learning standards are reviewed and achieved. If a student doesn't pass a Milestone assessment with at least a B, they must spend time in small groups reviewing and come to teachers' weekly "office hours" ' outside of class until they pass the assessment. The ENL teacher, Darren Chase, administers this test with the social studies and English departments, gaining valuable information from students' scores on the modality categories. These assessments are not only for the teachers' information, but are also a teaching tool, as students review their performance on the rubric four times a year, giving them measurable feedback over time and saving their work in their Online Portfolio. This year we added the 9th Grade Baseline Assessment in Writing which is administered September and January. The results of this assessment inform the groups for RTI rotation. Our new tool, the Hex Planner, charts student progress in six categories and pulls data automatically from ATS and Skedula. During September, our 9th grade small-group intervention program facilitators were trained to interpret data from the Hex planner, Skedula and SESIS in order to track and document interventions school-wide. Next year this intervention protocol will be expanded to 10th grade global and 11th grade ELA. SESIS and the EDAT tool supplement our Hex Planner which measures current grades, skills assessments and previous academic history and is available to every teacher. The department heads coordinate the dissemination and examination of this data during professional development days and through monthly grade-level and content-level emails. Additionally, all teachers are shared on a s support department "Testing Modifications, IEP and ELL Instructional Strategies Spreadsheet" that has individualized plans for each student in the school, including current grades, effective instructional approaches, Regents and credit accumulation information and home outreach information (including parents' preferred language for written/spoken communication), which is relayed to parents by each student's academic coach. The EDAT data is related to teachers via email in a biographical paragraph describing each student at the beginning of the year. This information is also discussed in grade-level and department-level meetings as well as in the ENL after-school professional development pod. All teachers are required to update each student's data fields in the program, so that numerical data are combined with informal observations and anecdotal reports in Skedula. This information allows us to see how students are performing across content areas and adjust intervention strategies and school support as necessary.</p>

## PART VII: LAP ASSURANCES

### LAP Assurances Page

For additional information, refer to [LAP Assurances Professional Learning Module](#).

[Download a blank LAP assurances page.](#)

## APPENDIX 2: LANGUAGE TRANSLATION AND INTERPRETATION (LTI) PLAN

### LTI OVERVIEW AND LANGUAGE ACCESS COORDINATOR (LAC)

The principal has designated the following staff member(s) as the Language Access Coordinators (LACs) in Galaxy.

The Field Language Access Coordinator and Translations & Interpretation Unit will communicate with the LACs on compliance, budget, translation, interpretation, parents' awareness of language assistance services, and school's self-assessment on language services provided.

First Name	Last Name	Title	What year did your Galaxy-designated LAC attend training conducted by the Field Language Access Coordinator?	Has your Galaxy-designated LAC been involved in the development of this plan? Yes/No	Primary LAC
Darren	Chase	ESL Coordinator	2021, 2019	Yes	

If not, please list the name and title of the primary point of contact for parents (e.g., Parent Coordinator).

First Name	Last Name	Title

Is the Primary LAC the point of contact for parents regarding language access question or concerns?	Yes
---	-----

**School Goal:** To ensure that parents whose preferred language is other than English are provided with meaningful opportunities to participate in and have access to programs and services critical to their child's education (**Chancellor's Regulation A-663**).

By developing each of the following components, your school will have a comprehensive plan to provide translation and interpretation services for all parents whose preferred language is other than English (not just parents of ELL students).

## PART A: IDENTIFICATION AND ASSESSMENT OF PARENTS WHOSE PREFERRED LANGUAGE IS OTHER THAN ENGLISH

2. List parents' preferred languages for both written and oral communication. List ALL languages, including English, which are represented in your school community. This information can be found in the Parent's Preferred Language Report (RCPL) ATS report.

Language	Written Preferred	Percent Written	Oral Preferred	Percent Oral
Spanish	203	.29	203	
Mandarin	0	0	3	.44
Bangla	2	1	12	1
Arabic	2	.29	2	.29
English	170	85	168	
Vietnamese				
Japanese	1	.2	1	.2
Chinese	74			

3. List languages spoken by school staff and the number of school staff that are comfortable using their language skills to communicate with parents.

Language	# of Staff to Help with Written Translation	# of Staff to Help with Oral Interpretation
Spanish	11	5
French	2	2
Chinese Mandarin	1	1
Haitian Creole	1	
Arabic	1	1

<p>1. Describe the data and methodologies used to assess language preferences of the parent community for both written and oral communication. Include pertinent information culled from:</p> <ul style="list-style-type: none"> <li>▪ Part III of the Home Language Identification Survey (HLIS)</li> <li>▪ Automate The System (ATS) reports</li> <li>▪ Student Emergency Contact cards</li> <li>▪ Surveys conducted by your school.</li> </ul>	<p>Every student new to the state or returning from another state after two years completes the HLIS during the first weeks of school. For entering ninth-graders, this is usually completed during our three orientation sessions. During online and hybrid learning, HLIS forms were completed over the phone, through a translator. This was cumbersome, but ended up providing us extra data on some parents who preferred a different language or mode of communication (written vs oral) for school communications. Translation and Interpretation funds were used during the 2021-2022 school year to translate all sections of our Student Packet into the five high-incidence home languages at our school. Staff translators were used to update the monthly Parent Newsletter. Next year we hope to have a faster turnaround to get Parent Newsletter to Translation and Interpretation Unit.</p>
---	--

**PART B: COMMUNICATIONS CALENDAR & LANGUAGE SERVICES**

1. List the documents your school typically disseminates every year that require translation, such as newsletter or flyers, roughly when they will be distributed to families, and plans to translate the documents.



Document Name	Month/Frequency Distributed to Families	How do you plan to translate? Include procedures/resources to ensure timely provision of translated documents to parents.
Student Packet	September, Once a year for all students, including current returning students.	We use the pdfs that are available on the DOE MLL website for all pertinent forms. Other school-specific letters (art and design requirements, internship opportunities, AP offerings) are translated by the current DOE vendor through Translation and Interpretation Funds.
Teacher-specific letters (course-specific communications about individual class requirements)	Once a semester (twice a year), or as many times as the teacher sends out parent communications.	Google translate is effective for simple communications. Kinvo's translation settings are effective for attendance messages and school-wide communications about calendar updates or extra-curricular opportunities.
AP classes registration forms	Once a year in May and June.	These letters are translated through google, except for low-incidence languages like Tibetan, which requires oral interpreting.
NYSELAT score updates: continuing ENL and ENL transitioning documents	Once a year in September or October.	The editable pdfs on the MLL website are personalized for each parent.
IEP notices and changes to services	Triennials and annual meetings	SEGIS translation software for high-incidence languages, oral translation for others and those who prefer spoken communication
Summer Enrichment Programs for MLLs and Family	May and June	Students and family/guardians receive newsletter through email and text featuring partnerships with community programs for the summer and updates on Summer Youth Employment application.
Monthly Parent /Guardian Newsletter	Every month two non-ENL staff members put out a newsletter about events and updates within the academic community.	

2. List the formal face-to-face meetings, whether in-person or remotely, your school will typically have with parents throughout the school year, such as parent-teacher conferences or curriculum nights, when they will occur, and plans to provide oral interpretation at those meetings.

Meeting Type	Month/Frequency of Meetings	How does your school plan to provide oral interpretation service(s)? Include procedures/resources to ensure timely provision of oral interpretation to parents.
MLL orientation	There are three opportunities for parents to attend in the summer and fall. If parents aren't present, phone consultations are conducted.	Translation and interpretation line for low-incidence languages. Teacher translation for Spanish when possible.
Student-led conferences	Twice a year in November and April	Translation and Interpretation Service, teacher interprets. Students do not interpret for parents.
IEP Meetings	Once a year	SEGIS translation software and TIU interpretation during IEP conferences

<p>3. Describe your school's communication strategy to reach parents who prefer to speak a language other than English, in the event of:</p> <p>(A) a school-wide emergency (i.e. lockdown, fire, etc..)</p>	<p>Kinvolved is used to contact parents through text messages. The software translates messages automatically into all languages spoken by caregivers. There is a New Design Emergency text alert that parents can sign up for. Information regarding signing up for the service is provided in the Student Packet at the beginning of the year, which is translated into all languages spoken.</p>
<p>(B) a student-specific event (i.e. student attendance, nurse/hospital visit, etc..).</p>	<p>Wherever possible, phone calls are made to parents by the bilingual Payroll Secretary (Spanish), Parent Coordinator (Spanish) and Attendance Manager (Chinese Mandarin and Cantonese). Otherwise, calls are interpreted via the Translation and Interpretation Line, and text messages are sent in the preferred home language listed in our attendance software, Master Student List and on Blue Cards.</p>
<p>(C) If a parent has an emergency and needs to contact the school.</p>	<p>Phone lines are answered by Spanish and Chinese bilingual staff. Parents are constantly in touch by text message, which is automatically translated and sent in real time to teachers' Kinvolved inboxes.</p>

## PART C: TRAINING STAFF ON POLICIES AND PROCEDURE

2. List the specific resources that are shared with staff:

Handout/Information Distributed	How Distributed to Staff (i.e. turnkey training, staff email)
Chancellor's Regulation A-663	Staff orientation at the beginning of the year. Staff-wide PD in January.
Over-the-Phone Interpretation Desk Aid	So that the number and procedures are handy, an email is sent out every quarter when coaches call home.
Language Access Handbook	Email
T&I Unit InfoHub Link	Email
Chancellor's Regulation A-663	Staff meeting at June PD 2022

<p>1. Describe how your school will ensure that all staff members are aware of the goals of <b>Chancellor's Regulation A-663</b> and what resources are available to meet compliance (i.e. staff turnkey trainings, distribution of Language Access Handbook).</p>	<p>The ENL Coordinator and Parent Coordinator have attended the latest Translation and Interpretation Unit trainings and update the staff on internal school procedures (outlined in Part B) and system-wide compliance regulations.</p>
--	--

## PART D: PROVIDING NOTICE OF LANGUAGE ASSISTANCE SERVICE

<p>1. Describe how your school will make limited-English Proficient parents aware of their right to receive information in their preferred language. Include any:</p> <ul style="list-style-type: none"> <li>▪ Translated signage</li> <li>▪ Brochures/flyers/letters shared with parents</li> <li>▪ Any parent engagement events where this is expressed (i.e. PTA meetings, international parent’s night, etc..)</li> <li>▪ Messaging phone applications</li> <li>▪ Parent’s Guide to Language Access</li> <li>▪ NYC Public School Guidebook</li> </ul>	<p>As per Chancellor's Regulation A-663, translation accessibility posters and cards are prominently displayed in the main office and classrooms. All signage is posted in Spanish, English, Chinese and Bangla whenever possible. Lower-incidence languages are translated individually and sent home with students or emailed/texted. Kinvo and Skedula's settings are updated several times a year to reflect the parents' preferred language and mode of communication. Kinvo sends email and text messages, while Skedula has access to most current grades. Parents can adjust the settings in Skedula themselves, while Kinvo must be updated by the administration. The ENL Coordinator has administrative privileges on Kinvo. The Guide to Language Access is delivered to parents by hand during orientations and/or student-led conferences. It can be emailed when parents cannot be physically present. The Public School Guidebook, as well as specific opportunities for college-process workshops for parents are sent as emails. DOE signage is now posted outside the main office and summer school assistants have pamphlets in multiple languages. Our partnerships with enrichment activities (Bronx Soccer League, International Center for Photography, SALT, Dog Pound, Planet Fitness) have applications in English and Spanish.</p>
---	--

## PART E: MONITORING PROVISION OF LANGUAGE SERVICES

<p>1. Describe mechanisms your school will use to gather feedback from limited-English-proficient parents, in the parents' language, on the language services they receive (i.e. like the Parent Survey on Language Access, <b>from Appendix A of Language Access Handbook</b>). This is separate from the end of year parent survey.</p>	<p>This year we sent out an additional survey through Kinvo regarding language preference to all parents school-wide. In the past, we have only targeted MLLs and Former MLLs with RADP data. Biannual student-led conferences, quarterly coach outreach and Kinvo text messages are ways to gain insight into parents' preferences. The Parent Survey on Language Access is sent via email, however we have more participation when it is completed in-person. The link presents problems to parents whose main medium of communication is texting and phone calls. For this reason, we are reaching out personally to the families of new MLLs and rising MLLs who have already gone through the Language Access Team process.</p>
<p>2. How has your school implemented the feedback to improve language services? Share feedback results and how you plan to improve for the next school year.</p>	<p>An anecdotal example from this year was a student whose family read Chinese but spoke Indonesian. We sent home information in Malay but the parent preferred written communication in Simplified Chinese. Because Indonesian isn't available in Kinvo, communications were in English. Once we understood that Chinese was preferable, automatic message settings were updated. This year home language was especially important, as parents were more engaged than ever. Teachers were quickly trained on iPhone translated and Google translate for android for communications through cell numbers. We made two corrections to preferred mode of communication through this means and maintain these changes on an internal document. This year we added a column to address written/spoken preference and whether the languages preferred differed.</p>

## APPENDIX 4: TITLE I PROGRAM INFORMATION

### TITLE I PROGRAM INFORMATION

#### Part 1: Title I Program Type

**Title I Requirements and Strengthening Title I Parent Involvement:** Under USDE’s Every Student Succeeds Act (ESSA), Title I schools are required to address professional learning and parent and family engagement in the Comprehensive Education Plan (CEP). To strengthen parent leadership in Title I schools, and increase the involvement of all parents of Title I eligible children in improving students’ academic outcomes, all Title I schools are required to establish a Title I Parent Advisory Council (PAC) that will serve as the consultative and representative body for all Title I parents in the school to provide voice into the spending of Title I funds.

The SLT is responsible for facilitating consultation with the Title I Parent Advisory Council regarding the joint development of the CEP, Parent and Family Engagement Policy, School Parent Compact (SPC) and the use of the 1% parent involvement set-aside in Title I schools. The Title I Parent Advisory Council (PAC) Chairperson (or alternate) is expected to attend all regular meetings of the School Leadership Team (SLT). Title I parents, as represented by the Title I PAC Chairperson, must be consulted regarding the use of the Title I 1% set-aside for parent and family engagement. The Title I 1% set-aside funding is used to supplement parent and family engagement activities as described in the school’s Parent and Family Engagement Policy and must be aligned with student achievement goals as outlined in the CEP. For additional guidance on the Title I Parent Advisory Council (PAC), go to the **Protocols and Timeline for Title I Parent and Family Engagement Activities** document.

**Directions:**

- All schools must indicate their Title I status in Part 1.
- All elements of the *All Title I Schools* section must be completed in Part 2.
- All Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section in Part 3.
- All Schoolwide Program (SWP) schools must also complete the *SWP Schools Only* section in Part 4.
- If a required component is addressed elsewhere in this plan, you may refer to the section or Area of Concentration where the response can be found.
- For additional information, visit the **Title I Program Description** (US Department of Education).

Your school’s Title I Program	Title I SWP
-------------------------------	-------------

**Part 2: All Title I Schools**

<p><b>High Quality and Ongoing Professional Learning:</b> Please list below the Area(s) of Concentration that indicate strategies and activities for high quality professional learning for teachers, principals, staff, and paraprofessionals to enable all students to meet state standards.</p>	<p>Professional Learning Community and Collaborative Planning Periods.</p>
--	--

**Part 5: “Conceptual” Consolidation of Funds in SWP Schools**

**Directions:** All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes<sup>1</sup>. To be eligible for the flexibility consolidation of Federal funds, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated<sup>2</sup>. **On the chart below**, indicate which Federal, State, and/or local Tax Levy program funds that are consolidated in your school’s Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

For the last two columns of this table: Place an (X) in Column A below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in Column B, the Area of Concentration (AOC) that references where a related program activity has been described in this plan.

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount: Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for school allocation amounts)	Column A Verify with an (X)	Column B Section/AOC Reference(s)
Title I, Part A (Basic)	Federal	350,000		
Title I, School Improvement 1003(a)	Federal	75000		
Title II, Part A	Federal			
Title III, Part A	Federal			
Title III, Immigrant	Federal			
Title IV, Part A	Federal			
Tax Levy (Fair Student Funding)	Local	4,186,836		

## Explanation/Background

Title I Schoolwide Program schools are expected to use the flexibility available to them to integrate services and programs with the aim of enhancing the entire educational program and helping all students reach proficient and advanced levels of achievement. In addition to coordinating and integrating services, Schoolwide Program schools may combine most Federal, State and local funds to provide those services. By consolidating funds from Federal, State, and local sources, a Schoolwide Program school can address its needs using *all* its available resources. This gives a school more flexibility in how it uses available resources to meet the identified needs of all its students.

Consolidating funds in a Schoolwide Program means that a school treats the funds it is consolidating like they are a single “pool” of funds. In other words, the funds from the contributing programs in the school lose their individual identity and the school has one flexible pool of funds. The school uses funds from this consolidated Schoolwide pool to support any activity of the Schoolwide Program without regard to which program contributed the specific funds used for a particular activity – so long as the use of funds meets the intent and purposes of the programs from which the funds originate. To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word “pool” is used **conceptually** to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds.

Consolidating Federal funds in a Schoolwide Program has the following additional advantages:

- Consolidating Federal funds eases the requirements for accounting for funds from each specific program separately, because a Schoolwide school is not required to distinguish among funds received from different sources when accounting for their use.
- A school that consolidates Federal funds in its Schoolwide Program is not required to meet most of the statutory and regulatory requirements of the specific Federal programs included in the consolidation (e.g., semi-annual time and effort reporting for Title I). However, the school must ensure that it meets the **intent and purposes of the Federal programs** included in the consolidation so that the needs of the intended beneficiaries are met.

<sup>2</sup>The **intent and purposes** of the Federal programs indicated on the chart above (Part 4c of this section) are as follows:

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).
- **Title I 1003(a), School Improvement: Comprehensive Support and Improvement (CSI) and Targeted Support and Improvement (TSI) Funding:** Support implementation of school improvement plans that aims to improve instruction and address the identified needs

**Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with an average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program. For schools that choose to reduce class size, priority must be given to reducing class size in general education settings and must demonstrate the following:

- Reduce class sizes to 15-18 students or fewer (including the use of co-teaching and floating teachers that bring the student to teacher ratio to one teacher per 15-18 students);
- Be accompanied by a rigorous curriculum, effective teachers, and a sustained, job-embedded professional development plan.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title III Immigrant:** Supplementary and enhanced services to immigrant students, in the areas of English language acquisition and content area achievement. Immigrant children and youth are defined as individuals who are aged 3 through 21, have not been attending school in any one or more states for more than three (3) full academic years, and were not born in any state. "State" means the 50 states of the United States, the District of Columbia, and the Commonwealth of Puerto Rico. Children born to U.S. citizens abroad, the U.S. Virgin Islands, or any other U.S. territory that is not D.C. or Puerto Rico are to be considered immigrants.
- **Title IV, Part A:** Title IV funds are for schools that are among those with the greatest needs, have the highest numbers of students from low-income families, are identified for CSI or TSI, or are identified as persistently dangerous public schools. Allowable uses of funds under well-rounded education, safety and health, and educational technology include direct services for students, professional development for teachers and administrators, and supplemental educational resources. School allocations have been provided for well-rounded education, social emotional learning, cultural responsiveness awareness, professional development to support implementation of technology and blended learning environments, and community coordinators in schools with high rates of students in temporary housing
- Students in Temporary Housing (STH): Schools must describe their use of Title I STH funds in their consolidated application.

**Important Note:** The following funds may not be consolidated:

- **Title I Parent Involvement Set-aside:** Title I, Part A funds must support parent involvement activities and programs. Chancellor's Regulation A-655 requires School Leadership Teams to consult with Title I parent representatives regarding the Title I program and the use of these funds. Parent involvement activities funded through Title I must be included in the Parent and Family Engagement Policy and aligned with student achievement goals in the school comprehensive educational plan.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
- **Grant funds awarded via a competitive process:** These funds must be used for the purposes specified by the Grantor, as described in the school's approved grant application.

---

## APPENDIX 6: SUBMISSION ASSURANCES

### APPENDIX 6: SUBMISSION ASSURANCES

#### Submission Assurances

Directions: By submitting this CEP your SLT/Stakeholders acknowledge adherence to city and state regulatory requirements indicated below.

- The Comprehensive Education Plan (CEP) has been developed in consultation with parents, school staff, and others in accordance with the requirements of Shared-Decision Making (CR 100.11) to provide a meaningful opportunity for stakeholders to participate in the development of the plan and comment on the plan before it is approved.
- As part of the root cause analysis process, the school reviewed inequities, including resource inequities within the school, and investigated areas of low performance to identify strategies to address inequities within the school and promote improved student outcomes.
- The CEP School Leadership Team (SLT)/Stakeholder Signature Page will be printed, scanned, and submitted with the signatures of those that participated in the development of the CEP. DocuSign may also be used to secure electronic signatures for the CEP SLT/Stakeholder Signature Page. If the school was unable to obtain a signature of an individual that participated in the development of the CEP, a written explanation will be attached to explain why the school was unable to obtain the individual's signature.
- The CEP will be implemented no later than the beginning of the first day of regular student attendance.

- Professional development will be provided to teachers and school leaders that will fully support the strategic efforts described within this plan.
-